



Dunn Street Primary School

Special Educational Needs Information Report

1. About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be published on the school website and as part of South Tyneside Council's Local offer. In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our nursery. This report complements the school's Special Educational Needs and Inclusion Policy. We will keep this report up to date. The school's Local Governing Body will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the school office.

2. Who do I contact about my child's special educational needs?

Your first point of contact at Dunn Street Primary School is the child's class teacher. The Special Educational Needs Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

The key contacts at our school are:

Head Teacher	Mrs Michelle Trotter
Chair of Governors	Pat Camsey
SEN Governor	Ian Pearson
SENDCo	Mrs Katie Clough

Contact details: Minster Parade, Jarrow, Tyne and Wear, NE32 3QH

Telephone: 0191 483 6619

School Email: info@dunnstreet.s-tyneside.sch.uk

SENDCO Email: kclough@dunnstreet.s-tyneside.sch.uk

3. What kinds of Special Educational Needs and Disabilities (SEND) are provided for at Dunn Street Primary School?

We are a primary school and we admit pupils aged 3 to 11 years. We are an inclusive school. This means we provide for children with a range of special educational needs. The areas of need that are described in the SEND Code of Practice are listed below with strategies and support available in our school.

This year we have supported children with the following Special Educational Needs:

- **Communication and Interaction**
 - For example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome and Speech, Language and Communication Needs (SLCN)
- **Cognition and Learning**
 - For example, dyslexia and dyspraxia
- **Social, Emotional and Mental Health**
 - For example, Attention Deficit Disorder (ADD) and Attention Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical Needs**
 - For example, visual and hearing impairments, processing difficulties and epilepsy.
- **Moderate/Severe/Profound and Multiple Learning Difficulties.**

Please note that this list is not exhaustive and that we would always endeavour to provide for the needs of the children in our school.

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents or carers of children with an Education Health and Care Plan (EHCP) or pending EHCP will be invited to discuss the provision that can be made to meet their identified needs.

4. What is the school policy for assessing and identifying children with special educational needs?

The Code of Practice states that a child may be identified as having special educational needs if their needs are **additional to** and **different from** the needs of other children in their class.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We aim to identify and assess children who have special educational needs at a very early stage. This way we can inform and involve the parents so that we can work together, in partnership to support our children. We can then provide the child with support, suitable interventions, and resources where appropriate. School can then seek advice from outside agencies when appropriate and if necessary liaise closely to ensure the child's needs are being met. Class teachers will make regular assessments of progress for all pupils. This may include progress in areas other than attainment, for example, social and emotional needs.

We gather a range of evidence to build a picture of a pupil and their needs:

- In Nursery and Reception, staff complete baseline assessments of each child's current levels of attainment and build up a profile of their learning. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school considers all the information about the child's learning and development and consults with parents.
- In Key Stage One and Two there is a continuous cycle of planning, teaching and assessing including observations, Year 1 Phonics Screening, Year 4 Multiplication Check and Year 6 Statutory Assessments.
- Parental concerns
- Observation of change in behaviour
- A child asks for help
- Children that are making significantly slower progress than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having a Special Educational Need.

5. How does the school teach, support and adapt the environment for children with SEND?

The curriculum is differentiated to match tasks to individual ability, supported through Support Plans. Learning support assistants and qualified teachers support individual children and small groups on specific intervention targets and programmes; using a variety of teaching approaches catering for different learning styles. Maintaining high and realistic expectations for every individual is at the heart of our ethos and practice.

School Provision and Specialist Expertise

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- We will also provide a range of interventions – to be provided on provision maps and pupil support plans.

What specialist services and expertise are available at or accessed by school?

In school:

- SENDCo
- Pastoral support
- TAs that support in class and lead interventions
- Emotional support

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject leader will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will be a combination of:

- The teacher's assessment and experience of the pupil
- Previous progress, attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on pupil's progress.

Adaptations to the curriculum and learning environment

We use the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it. For example, by grouping, 1:1 work, teaching style, content of lesson
- Intervention from Speech Therapist
- Adapting resources and staffing
- Use of nurture provision in school
- Using recommended aids; laptops, coloured overlays, visual timetables, larger font
- Inclusive and differentiated teaching. For example, giving longer processing times, pre-teaching vocabulary, reading instructions aloud.

Some children have disabilities/difficulties such as hearing impairment or dyspraxia which creates barriers to learning. Adaptations to the learning environment may be sufficient to overcome these barriers. These may include some of the following:

- A change in seating position
- Use of particular equipment such as a sensory cushion, fidget toy
- Use of a pencil grip, writing slope or laptop
- Use of a hearing grid
- Use of a wobble cushion
- Use of communication symbols

These are just a few of the adaptations and approaches that are currently used at Dunn Street. Often a combination of adaptations and approaches are used to remove barriers and support children's learning.

Additional support for learning

The school budget, received from South Tyneside Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs within the school. The Headteacher, SENDCo and SLT discuss all the information they have about SEN in school, including:

- Children already receiving extra support
- Children requiring additional support
- Children who have been identified as not making as much progress as would be expected.

From this information it is decided what resources/training is required. The school identifies the needs of the SEN on a provision map. This identifies all the support in the school, which is reviewed regularly and changes as needed so that all needs of the children are met, and resources deployed as effectively as possible.

6. How are parents and carers involved in reviewing children's progress and planning support?

When there are concerns that a child may have Special Educational Needs from school or parents, parents are consulted at all stages of the process. Initial school concerns will be raised with the parent/guardian. We operate an 'open door' policy. If parents have any concerns, they are invited to discuss this with school.

We will have an early discussion with both the pupil and parents when identifying whether the pupil requires special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account parent concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on next steps

Notes of any meetings will be kept on the child's CPOM's record and a copy given to parents, if requested.

If a pupil requires additional or different support to make progress and achieve outcomes, parents/guardians are consulted and informed that special provision is being made in school. This is called SEN Support. They are then invited to be involved in the assessment of needs, planning, implementation and review of SEN Support Plans. This takes place at parent meetings in Autumn and Spring Term. An additional parent meeting for children with SEN is scheduled for the Summer Term.

Parents of children with Early Help Plans or Educational Health Care Plans are invited to additional reviews throughout the school year. An Early Help Plan may be initiated, with parental consent if there are additional concerns.

How are parents involved in the school?

- Parents evenings
- Person-centred reviews
- EHCP Annual reviews
- Regular communication
- Parent intake meetings
- Workshops
- Open door policy

Consulting and involving pupils

Our children are given the opportunity to speak about their education, their needs, their difficulties and how best we can help them. This is recorded in a Pupil Passport and Support Plan. In addition, their hopes, dreams and aspirations for the future are recorded and taken into account when planning targets and next steps.

Children with an Education Health and Care Plan:

Children with a diagnosis, exceptional or profound needs may have an Education, Health and Care Plan and will follow the same termly review process as a child with additional and complex needs. In addition, an EHCP Review will be held annually in order to discuss and update the plan and decide on next steps or outcomes to work towards the following year. The EHCP document is a legal document overseen by the local authority. More information can be found at,

<https://www.southtyneside.gov.uk/article/37981/Education-Health-and-Care-EHC-Plan> .

As part of the review process, the SENDCo and school colleagues, in consultation with the parents and carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to move a child into the next category of SEND and consider provision or placement further.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

At Dunn Street Primary we are an inclusive school. Activities and trips are available to all. We will endeavour to make reasonable adjustments (Equality Act 2010) to ensure that your child is able to participate in all school activities, if it is safe for them to do so. This will include (if needed):

- Completing risk assessments
- Individual Health Care Plans (IHCP)
- 1:1 support
- Staff training

8. How is your child supported moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Additional visits for SEN children making key transitions is essential for some of our children and is addressed on a child by child basis. Many secondary schools are now offering bespoke transition programmes to support children with this key transition in education.

9. What training do school staff have?

Dunn Street Primary has consistently 'bought into' the Local Authority's School Workforce Development Programme, which enables staff to attend a wide range of SEN courses run by South Tyneside and Sunderland Local Authority. All school staff have received training regarding safeguarding and child protection. In addition, staff have expertise in a range of the following:

- Annual training from school nurse for epilepsy, asthma, diabetes, anaphylactic shock
- SENDCo has the NASENCo accreditation (November 2023).
- Colourful semantics
- Positive Handling
- Specific training for interventions
- Mental health training
- ASD training
- Bereavement training
- Treetops Training
- Autism Awareness
- Trauma Informed Practice

This list is constantly updated as our staff have regular CPD.

10. How does the school measure how well it teaches and supports children with SEND?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring by SENDCo and Senior Leadership Team (SLT)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Formal and informal conversations with staff regarding progress
- Reviewing targets with parents at parent meetings

11. How accessible is the school and how does the school arrange equipment or facilities for children?

Dunn Street Primary School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by the dining area. Dunn Street Primary School meets all of the requirements of the Equality Act 2010. It is one storey and fully wheelchair accessible. There are additional disabled parking bays and accessible toilets facilities.

12. What support will there be for my child's overall well-being and their emotional, mental and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- The school has a rigorous system of monitoring the emotional and social needs of all children in school. Staff record their concerns on the schools CPOM's system.
- Pupils with SEN (who require it) have access to nurture provision and Our Lives lessons.
- Breakfast Club is available for all children, starting at 8am. This supports all children to socialise before school and begin the school day positively.
- Children in Key Stage 2 have the opportunity to work with Andrew Fawkes around their emotional resilience as they move towards transitioning to secondary school.
- Pupils can be identified to be part of Healthy Minds Groups, which is an intervention programme lasting 6 weeks and delivered by a Mental Health professional.
- In addition, children can be referred to other agencies in consultation with parents such as Healthy Minds through Life Cycles.
- Additional agencies that work with our children and families are; KOOTH, Emotional Resilience, CYPS, Life Cycle, Early Help, Educational Psychologist, Speech and Language.

We have a zero tolerance approach to bullying.

13. What specialist services does the school use to support children and their families?

We will seek the support of outside agencies when specific areas of expertise are required. Outside agencies will be requested by the SENDCo to come into school, either to meet with school staff, observe the child or meet with staff and parents.

The Local Authority's Special Needs Services visit when required to provide specific information, share resources and provide guidance and advice.

Parents and carers are informed if any outside agency is involved.

Local Authority Provision delivered in school and in liaison with school staff:

- Speech and Language NHS
- Educational Psychology Service
- Children and Young People's Service (CYPS)
- School Nursing Team
- Occupational Health
- Counselling Services
- Child and Family Support Officer
- EMTRAS

- The Emotional Resilience Team
- Pre-School and Portage
- Attendance Officer
- Paediatricians
- Outreach – Inclusion Team
- Life Cycles and Healthy Minds

The range of specialists currently involved is not exhaustive and will continue to evolve with the needs of the children in our school and the services available to us.

14. What do I do if I am not happy or would like to make a complaint?

Complaints about SEN provision in our school should be made initially to SENDCo Mrs K Clough. If the matter is unresolved, parents are welcome to contact the Head Teacher, Mrs Trotter.

The school's complaints procedure also details how parents can make formal complaints to the schools Governing Body. Please see the Dunn Street Primary School Complaints Policy available on the website for further information.

Parents and carers can also contact Gillian Hart from the Local Authority's SEN Information and Advisory Service (SENDIASS). The team support parents and give advice and guidance through the complaints process. SENDIASS can be contacted on 0191 4246354

gillianhart@southtyneside.gov.uk

SENDIASS@southtyneside.gov.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. Who can I contact for further information about SEN and provisions?

SENDCo (Mrs Clough), Head teacher (Mrs Trotter). When in school, the child's class teacher is always the initial point of contact. They will then discuss concerns with the SENDCo. Out of school your GP, health visitor or family support worker may be able to support with additional information.

16. What is the Local Offer and how do I find out more information?

Local Offer

Dunn Street Primary School's SEN Information Report utilises the Local Authority Local Offer to meet the needs of SEN pupils as determined by the school policy and the provision that the school is able to meet.

The Local Authority Offer

- The purpose of the Local Authority Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It covers provision for children and young people from birth to 25 and includes information on education, health and social care, transport, leisure, cares and families and childcare.
- Please follow the link below to see further information regarding the local Offer.

<https://sendlocaloffer.southtyneside.gov.uk/>

If you wish to discuss your child's educational needs please contact one of the following: Your child's class teacher, Mrs Clough (SENDCo) Mrs Trotter (Headteacher)

Appointments can be made with any of these members of staff through the school office.

Telephone: 0191 4836619

Email: info@dunnstreet.s-tyneside.sch.uk

17. Where can I get additional advice information, advice and support?

Gillian Harte
Special Educational Needs and Disability - Information, Advice and Support service
(SENDIASS)
Primrose Children's Centre
Primrose Village
Lambton Terrace
Jarrow
NE32 5QY
Email: Gillian.Harte@southtyneside.gov.uk
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