



## School Background

During the Academic year 2017-2018, Dogsthorpe Infant School had 3 classes in Year 2, 4 in Year 1 and 3 in EYFS. Teachers, Teaching Assistants (TAs), Higher Level TAs, a Child Well-being Champion, a Family Well-being Champion and Midday Supervisors were employed to directly support all pupils in the school. The school had pupils with a range of medical conditions, disabilities and learning difficulties, including hearing impairments, autistic spectrum disorder and mobility difficulties.



Who can I speak to about my child?

### Class Teacher

Your child's class teacher should be your **first contact** to discuss your child. They are responsible for planning for your child and assessing their progress. They can give you details about how your child is progressing and arrange for extra support if needed. If your child needs one, they are also responsible for writing their Individual Learning Pathway, and explaining this to you.

### SENDCO

You can also arrange to speak to our SENDCO if you wish to share information or concerns about your child's health, well being or educational progress.

### Headteacher or Governor

Our Headteacher, Mrs Waters, or our SEND Governor, Catherine Wilson, can also be contacted with queries or concerns.

### How does the school identify children with special educational needs/ disability (SEND)?

All pupils are assessed regularly, with progress made over a set time-frame monitored by the SENDCO and other leaders. Teachers or support staff may also raise concerns, as can parents or carers. When concerns arise, the SENDCO will carry out observations, make any relevant assessments and meet with staff and parents/carers to discuss the provision that will be made for their child.

## How will Dogsthorpe Infant School support my child?

### Quality First Teaching

Every child receives Class Teacher input within their classroom (Quality First Teaching). The teacher has the highest possible expectations for your child. Learning is built upon what your child already knows, can do and can understand. Teachers use different ways of involving your child in learning, such as practical opportunities.

### SENDCO and other Professionals

Our SENDCO and other professionals may support the class teacher in suggesting the use of specific strategies to further support your child in learning.

### Individual Provision Map

Your child's progress is monitored and an Individual Provision Map is written to further support your child to close any gaps in their learning. This will identify targets and the provision will be delivered, which may be inside the classroom or in other areas of the school and run by a teacher or teaching assistant. Some interventions are run by other members of staff, such as a **Communication Teacher, Wellbeing Champion, SENDCO or outside professionals** e.g. Speech and Language therapists or an Autism Outreach Teacher.

### How will the curriculum be matched to my child's needs?

Our approach to differentiation is to plan for all pupils to access learning appropriate to their needs. This may be by the kind of activity, the level of adult support or by the use of particular resources and equipment. Senior Leaders look at pupil's work throughout every term to monitor that differentiation is of a good quality.

Within the classroom, adult support is allocated by the class teacher, based on the objectives and activities set for each lesson. Extra support is allocated according to the identified needs of each pupil.

Extra support, in the form of intervention groups is allocated according to a pupil's attainment and the options available in school. This is decided termly between class teachers and Learning and Teaching Managers, and overseen by the Intervention Manager. Not all children who receive interventions will be identified as having special educational needs, although interventions are part of our Assess, Plan, Do, Review cycle and graduated approach to SEND.



### How does the school plan, monitor and review in partnership with parents and children?

In addition to the usual reporting arrangements, we offer opportunities for: regular progress meetings above parent consultations, reviewing and discussing targets shown on Individual Provision Maps, sharing and discussing reports from professionals when necessary and completing Annual Reviews for children with Education Health Care Plans (EHCP)

### What support is there for my child's wellbeing?

At Dogsthorpe Infant School, every child is encouraged to 'Dream, Believe and Shine'. Our 'Shine' values enable pupils to develop their emotional intelligence. Our pastoral support system involves all of the school staff, who understand the role that they play in supporting the children well. We acknowledge that some children and families require extra support and there are members of staff, such as the Family Well-being Champion and Child Well-being Champion (Rainbow Team), that work together to provide support when needed.

We encourage the children to contribute their views in weekly PSHE lessons, Shine times, lunchtime and afterschool clubs, breakfast club, and, for some children, in specific interventions.



## **What specialist services and expertise are accessed by the school?**

### **Staff Employed by the school**

Family Support  
Speech and Language

### **Local Authority Services**

Educational Psychologist  
Autism Outreach Teacher  
Sensory Support Teacher (Hearing Impaired)

### **NHS Services**

Occupational Therapists  
Speech and Language Team  
School Nurse

### **Charity operated services**

Projects for Schools  
Parenting Support programmes

The SENCO and Family Wellbeing Champion are able to refer your child to many of these services. If you wish, you can ask your GP to refer you to those operated by the NHS.



## **What training have staff who provide for children with SEND had?**

We have staff that have been trained in :

- Elkan Speech and Language
- Team Teach – positive handling certificate
- Mental Health in School Age Children.
- Counselling
- Positive Behaviour in Schools.

Staff have recently attended training in:

- Positive Handling
- Autism and PDA
- Annual asthma and Epi-pen training.
- Phonics and Hearing Impaired children.
- Precision Teaching and Memory Strategies.

We plan to undertake the following training:

- Supporting children with Attachment Disorder

## **How is the school accessible to children with SEND?**

In order to ensure that all children in our school can access all of the activities offered, we organise lessons and visits in a way that allows all members of a class to participate. Staff are allocated to each class to support groups and children with identified needs. We will make reasonable adjustments to the design or location of an activity or the level of support available to ensure that no child misses out due to additional needs. We provide a programme of intervention groups for reading, writing, maths, language and social needs and individual programmes of learning when appropriate. Some children access sensory circuits or the sensory room. Visual timetables and specialist equipment, such as writing slopes or support cushion are made available to those that need it. Differentiated learning opportunities, appropriately allocated targeted support, an accessible and safe learning environment and support programmes enable children to access all activities.

### How will Dogsthorpe Infant School support my child to join the school?

The EYFS team carry out a programme of nursery/preschool visits during the Summer Term, with the support of the Headteacher, Deputy Headteacher and SENDCO. Transition meetings are held with lead professionals. The Family Well-being Champion is involved to support families with transition when needed. The induction programme involves parent meetings, meet and great sessions and part-time programmes. Home visits take place in the Autumn Term for all pupils. Transition sessions for children and parents take place during the Summer Term and sessions are also held in the Summer Holidays. For Pupils starting mid-year, we would aim to hold transition meetings with existing settings and relevant agencies.

### What will happen when my child leaves the school?

A thorough Year 2 to Year 3 transition programme, includes joint moderations of assessments, observations and move -up sessions, often supported by our Child Well-being Champion or one-to-one Teaching Assistants.

### How are the school's resources allocated and matched to all pupils with SEND?

The Headteacher and Governing Body make overall budget decisions. A governor is appointed to ensure that the SEND policy is implemented, to support the SENCO and ensure that inclusion is considered in decision making processes.

Our SEND budget is allocated according to the level of needs of the pupils. Funding is matched to SEND by regular assessment of needs. The needs of the individual are carefully balanced against the needs of the class during the decision making process. Different children require different amounts of support. Resources are replaced regularly and purchases are made as soon as feasibly possible if a resource has been recommended by a specialist.

Parents and carers can be involved through parent meetings and other meetings, such as Early Help Assessment and Annual Reviews for pupils with an EHC Plan, as appropriate.



### Contact details

#### At School

First point of contact	Your child's class teacher
SENDCO	Mrs J Marshall-Sully
Headteacher	Mrs R Waters
Deputy Headteacher	Mrs E Marks
SEN Administrator	Mrs T Gardner
Family Well-being Champion	Mrs S Hibbert
Child Well-being Champion	Mrs C Creasey

#### External Support

- SEND Information Advice Support Service – Tel. 01733 863979 email [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- City Council Local Offer

<http://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

