

SEND Information Report

Reviewed on:	September 2023
Next Review Due:	September 2024
Reviewed by:	Miss Gemma Dear Inclusion leader
SEN Governor:	

This report has been written in line with the requirements of

- Children and Families Act DfE, 2014
- SEND Code of Practice 2014
- Special Educational needs and Disability Regulations 2014

Definition of SEND (SEND Code of Practice 2014)

A child or young person has a special educational need if they have a difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age, or a young person, has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- b) has 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 or mainstream post-16 institutions.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 - that is... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Key Staff

The name of our SENDCo is: Miss Gemma Dear

Miss Dear can be contacted by:

Phone: 01843 591807 or Email: office@djpa-tkat.org

SEN Team:

Speech and Language TA: Miss Court

Behaviour Mentor: Mrs Driscoll

Attendance Officer and SEN Support: Mrs Shayler

Thrive Practitioners: Mrs Corker-Rees and Mrs Sayer

LAC Co-ordinator: Mrs Herd

1. What types of special educational needs is provision made for, in our school?

At Dame Janet Primary Academy we can make provision for frequently occurring special educational needs without an Education, Health and Care Plan (EHCP), e.g. Dyslexia, Dyspraxia, speech and language needs, Autism, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as often and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following special educational needs: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical (including pupils with cystic fibrosis, cerebral palsy and hearing impairments)

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Special Education Needs in our school 2023-24

Area of need	No. & % of pupils at SEN Support	No. & % of pupils with an EHCP
Communication & Interaction	29 pupils (8.3%)	7 pupils (2%)
Cognition & Learning	12 pupils (3.4%)	0 pupils (0%)
Social, Emotional & Mental Health	10 pupils (2.9%)	2 pupils (0.6%)
Sensory and/or Physical	3 pupils (0.9%)	2 pupils (0.6%)
SEND- All	55 pupils (15.8%)	11 pupils (3.2%)

2. How do we identify and assess pupils with SEND?

At Dame Janet we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with pupils at various points such as phonics screening, speech link, language link, standardised and national testing.

Where progress is a concern, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are small group intervention, one-to-one support, Speech and Language intervention or SEMH support, such as counselling or Thrive

The school follows the graduated approach of assess-plan-do-review to ensure that any additional needs are identified early and the support in place is continually reviewed and adjusted to meet the individual needs of the pupil.



Some pupils may continue to make less progress than expected, despite high-quality teaching and extra support. For these pupils, and in consultation with parents, we may use a range of assessment tools to determine the cause of the difficulty. At Dame Janet we are experienced in using assessment tools such as Speech and Language Link, Thrive, Visual Stress assessments, Reading and Early Numeracy assessments. We have access to external advisors such as Speech and Language Therapists, Specialist Teachers for pupils with Hearing or Visual Impairments, Educational Psychologists, NELFT Wellbeing Practitioners, Counsellors and outreach support from Specialist Teachers at TISS (Thanet Inclusion Support Service) who are able to use specialist assessments and personnel who can use them.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. Parents and the pupil will be involved and a support plan may be put in place which will be reviewed and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources they will not be identified with special

educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3. What are the school's arrangements for assessing and reviewing pupil's progress? How are pupils and their parents involved in this?

The progress of all pupils is monitored and assessed throughout the year by the Inclusion Leader and Headship Team who discuss the progress of pupils with class teachers within pupil progress meetings. Pupils with SEND will have their support plan reviewed at least 3 times per year, which will be informed by the views of the pupil, parents and class/subject teachers. All parents of pupils are invited to discuss the progress of their children at least twice a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. Please speak to your child's class teacher to arrange this or if you wish to speak to the Inclusion Lead this can be arranged through the school office.

Assessment information from teachers and other feedback will be considered which will help to show whether progress is being made or not.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower 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 rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will also be an annual review of their progress and an evaluation of the effectiveness of their provision. Parents and pupils are able to give their views and attend these meetings. A report is completed with recommendations which is sent to the Local Authority for them to agree.

If parents have any concerns or wish to discuss anything relating to their child, we encourage them to speak to their child's teacher in the first instance or contact the Inclusion Leader via the school office.

4. What is the school's approach to teaching pupils with SEND?

We believe that high quality teaching, adapted for individual pupils, is the first step in supporting pupils who have or may have SEND. Additional intervention and support may be provided in the classroom, through group work or individually, depending on needs, but research shows that children learn best in the classroom. The amount of extra support needed for a pupil to make good progress will be different in each case and may vary over time. This will be discussed when the pupil's plan is reviewed.

We also have additional teaching approaches, which may be advised by internal and external assessments e.g. one to one tutoring , precision teaching , mentoring, small group teaching, use of ICT software learning packages. These are delivered by staff who have received appropriate training.

Teachers receive advice, support and training to improve their understanding of strategies which help pupils with SEND as well as understand the different types of needs. We will also consider adaptations to the curriculum and learning environments, referring to best practice, research and advice from other professionals.

5. What do you have in place to improve social and emotional development, including pastoral support?

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, Thrive sessions, PSHE or mindfulness sessions and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide access to a counsellor or wellbeing practitioner, Thrive reparative sessions, ACE mentoring sessions, time in our sensory rooms to support regulation, external referrals to CAHMs or time with our school therapy dog, Niko.

Pupils who are developing their emotional and social development, because of their special educational needs or other factors will be supported to enable them to develop appropriately. This may require additional and different resources, beyond that provided to all pupils through the curriculum.

6. How do we ensure that teaching staff and other staff have the expertise needed to support pupils with special educational needs?

Training may be delivered to all staff or individuals, depending on their role and the needs of the children they support. We access training from Speech and Language and Specialist Teaching Services as well as utilising links made with local specialist provisions.

Staff regularly access training to support meeting the needs of children with SEN and whole school CPD has included:

- Identifying and supporting SEN in the classroom
- Read Write Inc
- Introduction to Thrive Training

Staff have also accessed training in:

- AAC and Communication Boards Training
- ASC in Girls training
- ASC awareness training
- ADHD Training
- Attachment and Trauma Training
- Anxiety Based School Avoidance Training
- Grief, Loss and Anxiety Training
- Diabetes Training
- Manual Handling Training
- Alternative Methods of Communication and Recording training
- TEACCH training
- Trauma, Resilience and School Community Training
- Anxiety in the Classroom Training
- Transition Training
- Emotional Literacy Training
- De-escalation Training

In addition, the following teachers have received the following enhanced and specialist training:

Thrive Practitioner Training- Miss Dear, Mrs Sherwin, Mrs Corker-Rees and Mrs Sayer

Mental Health First Aider Training- Mrs Lawrence, Mr Martin, Mrs Driscoll, Mrs Shayler

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, TISS (Thanet Inclusion Support Service), Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapist, NELFT Wellbeing Practitioners.

Where external advisors recommend the use of specialist equipment or facilities which are additional to those regularly available in a school, this will be obtained through purchase where possible, or seek it by loan.

Specialist equipment and facilities, we have in school include care suits on both the Lower and Upper School site.

7. How do we support transition between year groups / phases? How do we prepare pupils for adulthood?

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Within the summer term, the Inclusion Lead meets with the SENCOs and key workers from local nurseries to discuss the needs of the pupils who will be attending our Reception cohort. Records and information from previous nurseries and schools are shared so that appropriate provision can be made. Where additional needs have been identified, the Inclusion Lead may visit the pupil in their nursery setting, attend SEN meetings and meet with the pupil's parents to discuss their individual needs. Pupils and parents are also given the opportunity to attend settling sessions, this gives pupils the opportunity to become familiar with the environment and key members of staff before starting full time education.

We also contribute information to a pupils' onward destination by providing information to the next class or setting. When pupils transfer between year groups, they will have opportunities to meet their new teachers and spend time in their new classrooms. Additional provision is made for children who may find the change to a new classroom and teacher challenging, for example, they may be provided with a social story or transition book.

On transfer to secondary school, the Inclusion Lead and school staff will liase with each school to ensure that key information regarding the additional needs of each pupil is shared. Where pupils require additional support with their transition to secondary school, the Inclusion Lead will liase with the secondary school to arrange additional visits.

8. What adaptations are made to the curriculum and the learning environment to make it more accessible to pupils with SEND?

We adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan which can be found at <https://www.damejanet-tkat.org/special-educational-needs> . We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

At Dame Janet we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. When teachers plan their lessons, they consider the ability of all pupils and identify the next steps in their learning to move them on. Any individual needs are considered and adaptations are made to lesson plans here applicable. Additional adults are used to support in class as well as providing targeted interventions at other times. We also make use of additional equipment and resources where appropriate.

In addition to our teaching assistants, we also have a Behaviour Mentor, ACE mentors and Thrive Practitioners who support the well-being of our pupils by helping to remove barriers to learning in the classroom.

The school is always looking at ways to improve the school environment by making it more accessible to pupils, parents and visitors. This allows pupils to become more independent. We have wheelchair access into the school buildings at both the lower and upper sites. All classrooms are on ground level. There are also care suites available at both the upper and lower school site which includes a disabled toilet.

We endeavour to ensure that all clubs, trips and activities offered to pupils, are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Wherever possible the school will use its best endeavours to provide additional support to enable the safe participation of all pupils. In some circumstances a risk assessment may need to be completed to ensure the safety of all involved.

9. How can parents, children and young people make a complaint about our provision?

We encourage parents to discuss their concerns with the Class Teacher, Inclusion Lead, Head of School or Executive Headteacher to resolve the issue before making a formal complaint to the Chair of the governing body.

Our Complaints Policy can be found here <https://www.damejanet-tkat.org/policies>

There are some circumstances, usually for children who have an Education, Health & Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10. How can parents, children and young people get more information about our school?

Dame Janet Primary Academy
Newington Road,
Ramsgate,
Kent,
CT12 6PR

Telephone: 01843 591807

Email: office@djpa-tkat.org

Office hours: Mon-Thur 8.00am- 4pm, Fri 8.00am- 3.30pm

<https://www.damejanet-tkat.org/>

Latest Ofsted Report:

<https://reports.ofsted.gov.uk/provider/21/138972>

11. How does the school work with other agencies and organisations to meet pupils' needs and support their families?

We work with a number of agencies and organisations to support our pupils and their families. These include counsellors, play therapists, Specialist Teaching and Learning Service (STLS), Educational Psychologists, Universal Speech and Language Therapy Service, School Nursing Team, NELFT Wellbeing Practitioners, Early Help and Social Services.

At Dame Janet, there is a range of support is available for pupils with Social, Emotional and Mental Health (SEMH) needs. If you are concerned about your child's emotional well-being, please speak to their class teacher or a member of the Inclusion Team, such as the Inclusion Lead or Behaviour Mentor.

12. What are our arrangements for supporting children who are Looked After by the Local Authority and have SEND?

Our Designated Teacher for Looked After Children is Miss Gemma Dear, Inclusion Leader, office@dipa-tkat.org

Our LAC Co-ordinator is Mrs J Herd (office@dipa-tkat.org)

Regular liaison takes place between the Class Teacher, LAC Co-ordinator and Designated Teacher/Inclusion Leader to ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.

Staff attend and contribute to LAC reviews, PEP meetings and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.

Staff liaise with the Virtual School that has responsibility for individual pupils, as appropriate.

13. How do you capture pupil voice especially for pupils with SEND?

Pupils will be asked for their views when their individual plans are reviewed. If a pupil has an Education, Health and Care Plan their views will be gathered prior to the Annual Review and whenever possible and appropriate, they will also be able to attend the review meeting.

Other ways we capture pupil voice are through regular check-ins, pupil surveys, pupil conferencing, ACE tutoring sessions and regular opportunities within lessons for group and class discussions.

14. Information on where the Local Authority's Local Offer is published and other support.

Information on the provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools can be found here:

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

Find out what the SEND local offer is and how it can help you here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Explore your options for SEN support. Follow the link below, answer a few questions and KCC will suggest useful sources of support:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/what-to-do-if-you-think-your-child-has-send/explore-your-options-for-sen-support>