



SEND Information Report

Damers First School provides for children with all types of Special Educational Needs and Disabilities.

We refer to the term 'Special Educational Needs' if a child:

- a) Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision(see SEND Register).
- b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the expectations set for each year group from Foundation through to Year 4. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills

- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Damers First School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

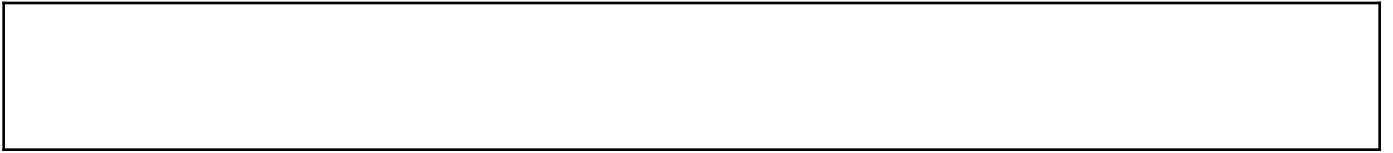
Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation a child's special educational needs are identified and the needs are recorded on the SEND Register.

As soon as a child is placed on the SEND Register an Individual Education Plan (IEP) or Risk Reduction Plan is created. The class teacher is responsible for managing and keeping the individual plans updated. Teachers are supported by the Special Educational Needs Coordinator (SENCo) to create, monitor and evaluate these plans.

Tom Bracey, is the SENCo. He is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. He will liaise with parents and relevant outside agencies, medical and psychology services. He will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. He will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCo will also be responsible for overseeing the maintenance of the Special Educational Needs Register.

The SENCo can be contacted via the school office via telephone (01305 264 924) or by email (office@damers.dorset.sch.uk) whereby a telephone call or meeting can be arranged to discuss any queries or share any information.



Teaching and Learning

Raising children's achievement is our main focus. We do this by constantly reviewing provision and creating an enjoyable and exciting curriculum placed within relevant contexts for learning. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to the individual needs of their pupils using a personalised learning mentoring system. The National Curriculum and the EYFS intended outcomes are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- working in partnership with parents and other agencies.

Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are suitably adapted and staff employ a variety of teaching and learning styles. Staff work closely with the Headteacher, Assessment Leader and SENCo to track progress, set targets, and evaluate the impact of intervention programmes. A high level of support is provided by a strong team of support staff. (See Staffing Structure)

Class Teachers

Class Teachers have responsibility for enabling all pupils to learn.

To achieve this they:

- plan appropriate learning / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- adapt the curriculum to take account of different learning styles, interests, abilities ensuring that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age (see Single Equality Scheme).

Support Staff

- through 'quality first' teaching, support staff support the teachers in enabling all children to have access to the teacher

- support the teachers in enabling children with SEND to have access to an appropriate

curriculum

- encourage and promote independence in the children
- liaise with the class teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of school life.

Pupils

- arrive in school in a fit and settled state to begin learning immediately
 - are encouraged to participate fully in the life of the school
 - understand the success criteria to enable progress to take place
 - are expected to behave in a responsible and respectful way within a learning context ●
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are also invited to comment regarding their provision.

Intervention

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- use of support staff in the classroom
- pre-teaching activities
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing objective led planning that is used across the school to ensure that all lessons are appropriately adapted. Lessons are structured to provide a range of activities to allow access for all varieties of learning styles. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- direct or indirect support in the classroom
- focused withdrawal support from the classroom

We encourage emphasis being placed on learning within peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with higher quality

support. Bespoke pastoral and learning support enhances our inclusive approach by providing 1:1 support plans for some individuals.

Children with Disabilities

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access. The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act. We will assess each child as required and make the appropriate provision based on their identified needs (See Single Equality Scheme).

Disapplication and Modification

The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater adaptation of the child's learning materials, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Damers First School is a relatively new purpose-built learning environment which was opened in April 2017. The building has been designed to ensure that the learning environment is fully accessible and enhances the learning for our pupils with Special Educational Needs and/or Disabilities.

We have a detailed Accessibility Plan in place and we ensure that we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. We work closely with outside agencies and where needed we make adjustments to the learning environment to adapt and enhance facilities.

As a fully inclusive school and in line with our Equality Policy, we promote the involvement of all of our learners in every aspect of the curriculum including activities outside the classroom. It is our whole school expectation that all pupils at Damers First School have equal opportunity to all activities both curricular and extracurricular that Damers has to offer.

Where any possible barriers may present, we actively seek advice, discuss with parents and outside agencies if needed, to develop a comprehensive plan to ensure all children have the same access to any additional curricular activities.

Where needed, we may develop additional risk assessment plans to consider any additional risks posed for individuals, to ensure that wherever possible every opportunity is available for every child.

Parents play a vital role in supporting a child's learning journey through our school. Parents of all our children are encouraged to be as active as they can in their child's learning and we offer a variety of ways throughout the year to promote and support parental involvement in learning.

Annual school reports and autumn / spring parents' evenings give all parents regular feedback on their child's up to date academic levels and progress, individual reading, writing and maths targets, and behavioural, emotional and social development.

At any point throughout the year, parents are encouraged to discuss any concerns they may have or ways that they can support their child's learning with the class teacher or the SENCo. During the school year there are regular opportunities for parents to attend workshops and information sessions, for example our 'Home Learning' workshops and our phonics workshops, to support children's learning outside of school.

Our half termly newsletter, online class blogs, sharing assemblies/events, all give a valuable insight into the daily life of the school. Our 'Stay and...' sessions held once every half term are a chance to join in with the daily class routine and see how children learn particular skills at school and how these can be supported at home.

For those children on an IEP (Individual Education Plan) or group programme, parents are invited in by the teacher to discuss the IEP and the ways in which they can support their child's learning; these are shared with parents termly. This ensures that both home and school can be jointly working on any targets and actions together.

Where appropriate for those pupils with an EHC plan and those pupils in our Complex Communication Needs Base, the use of home-school link books, regular meetings with the SENCo and class teacher and regular phone calls are encouraged to ensure that effective home-school links are maintained. There is also the annual review where the views of parents and all professionals involved with the child can be shared and future provision and targets can be jointly made.

Our Parent Support Adviser plays a key role in supporting parents to support their child's learning in our school. She provides a number of workshops and courses throughout the year such as 'Incredible Years', in addition to providing support on behaviour issues, bereavement and other family guidance issues.

Annual questionnaires are also sent out to families of children with Special Educational Needs and to the pupils themselves. This allows a further avenue for parents' views to be sought, information to be shared and where possible, provision to be further developed.

Pupil voice is highly valued in our school and provides a vital contribution to the development of our school and the decisions that are made. We actively encourage all our children to develop their own views and provide platforms on which these can be heard and recognised. Our School Council and Junior Governors ensure that all children from across each year group have their views represented in a weekly meeting.

In regular IEP meetings the child and their views play a central role in discussions about their targets, involving them in establishing how they can be supported to get the most from their IEP sessions.

At Annual Reviews, pupils are very much at the heart of the process and are supported to ensure that their views are valued. The children complete questionnaires which are shared at their review, they also provide a presentation, highlighting their successes and achievements for the current year.

We have a particular focus on listening to the views of pupils with SEND, especially in relation to our anti-bullying policy, to ensure all children's voices are heard and taken seriously.

We have a range of formal and informal assessment and review procedures in place to ensure we are well informed about pupils' progress towards their outcomes.

Informal review and liaison between parents, support staff and class teachers occurs as frequently as is necessary, sometimes daily. This is a key part of being responsive to children's learning needs and adapting where necessary to ensure teaching and learning is based on assessment of current outcomes.

All IEPs and EHC plans provide clear outcomes with a clear time framework of expected progress for each child. All children with SEND are tracked termly by the class teacher and also by the SEND team to ensure progress against these set outcomes. Parents receive a copy of the IEP to enable them to contribute towards these outcomes. IEPs are reviewed termly with new targets set.

We have very good relationships with our feeder settings and the settings that our pupils move onto; we share information to support pupils' learning and wellbeing at key transition points to fully ensure a continuation of the child's learning journey.

We have an extensive induction package in place for welcoming all our new learners into Foundation. There are several taster sessions planned for the children to take part in before they start, a welcome picnic with the current Foundation children and parents, evening welcome sessions for parents and phonics workshops. The SENCo alongside the Foundation Leader, observes all new pupils with SEND joining in Foundation and attends meetings where appropriate for the children with high levels of need.

For children leaving at the end of Year 4, again we work closely with the middle schools to ensure a smooth transition. We work very closely with children and families to support them transferring to middle school. This takes the form of an enhanced transition programme for identified pupils and may include an additional visit, 1:1 work completing a transition booklet or specific work from an Emotional Literacy Support Assistant. The SENCo also has a handover meeting with the SENCo and class teachers at the middle school to ensure the school has all the information needed to receive the children from Damers with additional needs.

In the first school phase of education, we recognise the important role we play in supporting children's journeys towards the next stage in their education. For all children (and in particular for children with additional needs) it is vitally important to develop the key skills needed for adulthood.

Teaching children at an early stage to have a voice in the decisions made about their education will be of significant importance if support is to be needed for a longer time in the child's education.

Becoming independent, motivated, happy and proud learners who recognise their valuable place in the world and the valuable contribution that they can make to the world, are key skills that we nurture in all of the children at Damers First School.

The wellbeing of all of our pupils is a primary concern at Damers First School. Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and

our Jigsaw programme are integral to our curriculum and are taught explicitly on a weekly basis. Our Relationships and Behaviour Policy which includes guidance on expectations, rewards and sanctions, is fully understood and consistently applied by all staff.

Additional support from specialist staff is tailored to the pastoral needs of individual pupils, both in and out of the classroom; a personal plan may be put in place for pupils with the highest need. This is delivered by our Emotional Literacy Support Assistants (ELSAs). ELSAs also provide additional support at lunchtime and before school starts to ensure good attendance and increased engagement at the beginning of the school day. For those children who need additional support with behaviour, Risk Reduction Plans are put in place and reviewed half termly to ensure rapid, positive and effective support is in place.

Damers First School has a strong safeguarding culture. There may be additional risks for pupils with SEND in terms of online bullying, grooming and radicalisation, as well as sexual violence and harassment. We always ensure that there is teaching around these issues which is developmentally appropriate, explicit and effective and that we have clear safeguarding procedures and the capacity to support pupils should any concerns arise (see our Safeguarding policy).

Damers First School is a large school and hosts specialist provision for Complex Communication Needs. This ensures that there is a wide range of expertise available. Expertise is used flexibly to meet the needs of individual pupils and the training needs of staff. Whole school, phase, SLT and / or bespoke individualised training is continuously available from internal and external providers.

Investing in the development of all of our staff is an essential part of our School Development Plan and our Professional Growth Strategy and plays a vital role in improving outcomes for all pupils. We have a continuous annual cycle of professional development for all staff to improve provision for all pupils, to develop enhanced skills and knowledge to deliver short term support interventions and to develop expertise in individualised support and interventions. This is carefully planned and monitored by our Continuing Professional Development (CPD) Leader. Training is needs-led and we work closely with outside agencies and specialist services to develop training to best support our current pupils with SEND, for example in dyslexia, attachment, autism and speech and language needs.

We have individuals trained in specific programs and interventions such as 'Little Wandle Catch Up', 'Trauma Informed Schools' practice, 'Learn to Move' to name a few. We use these adults to match skills in particular areas with the needs a child may have.

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services.

This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or requires regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. Pupils may also access outreach support from Westfield Technology College and other specialist agencies. Colleagues from outside agencies and parent partners continue to advise and support our staff to better understand and address the needs of our pupils.

Damers First School is a relatively new purpose-built learning environment which was opened in April 2017. The building has been designed to ensure that the facilities and physical environment increase access for our pupils with Special Educational Needs and/or Disabilities. When a new pupil joins Damers where they may need additional equipment or facilities, we work closely with the local authority and outside agencies involved with a child to ensure all

equipment is secured and any adjustments to current facilities or new facilities are gained to ensure any possible barriers to learning are removed.

We have a range of specialist equipment in place for children who have additional needs including standing desks, specific sensory aids and individual chromebooks for use in school. We work alongside outside agencies to identify where specialist equipment and facilities are needed for individual children to ensure full access to the curriculum at all times.

Our Accessibility Plan details our current facilities and our plans for further development.

At Damers First School we have a wide and varied number of specialist staff who work in our school on a daily basis, including specialist TAs that deliver programmes such as Learn to Move, ELSA and Trauma Informed Schools practice.

Where a child's provision needs may need further investigation or more specialist approaches to intervention, we also work alongside a wide range of outside agencies to provide the best possible provision for our children. Where a child has a specific need we will actively seek out the specialist service or support needed to ensure all children's needs are met.

Some of the educational outside agencies we work alongside include:

- Educational Psychology (CPS)
- Special Educational Needs Specialist Service (SENSS)
- Outreach services, including ASD.
- Specialist health services
 - Speech and Language Therapy (SALT)
 - School nurse team
- Hearing and Visually Impaired Service (HVSS)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Child and Adolescent Mental Health (CAMHS)

Our Parent Support Adviser also works with a range of additional outside agencies also in securing support for the families in our school. These include

- The local Early Help team
- Dorset Family Matters
- Health Visitors
- Local Children's Centre Provision
- Family Partnership Zone

Evaluation of the effectiveness of our SEND provision is a key part of our work in school to ensure children are benefiting from the interventions we have to offer and are getting the best possible additional support they can.

All interventions are carefully monitored over a set time period to ensure that progress and the impact of provision can be carefully evaluated. We collect data from both the beginning and end of an intervention to ensure progress, and also commentary from teachers and parents about how effective a particular intervention has been. We continually monitor our interventions to ensure children are making the best possible progress they can, so that if an intervention is proving to be less effective over time we can be updating interventions to provide the most effective.

The SENCo tracks the progress of all of the pupils on the SEN register and produces an annual report on the progress and impact of each intervention taking place each term. This is shared with all teaching staff and governors.

Governors are responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEND at whole-school level so that they can evaluate the effectiveness of each intervention and value for money.

The SEND Governor responsible for ensuring this evaluation takes place is **Lesley Goldsack**.

We hope that concerns and complaints about SEND provision will be rare, however, if there should be a concern that cannot be resolved by speaking to your child's class teacher, please contact the SENCo who will be able to address your concern. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

If your concern is not dealt with satisfactorily, the process outlined in the school's complaints policy which can be accessed via the school website should be followed. Further information if needed can be obtained from the school office.

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head of School's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's

special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions.

To support parents we offer a range of 'in house' support systems; there are also a number of outside agencies that can be accessed to support families with children with SEND.

<http://www.dorsetparentcarercouncil.co.uk>

The local offer website has been co-produced with parents, professionals and young people. You will find up to date information about services and support for children and young people aged 0-25 with Special Educational Needs or disabilities.

Dorset's local offer can be found at:
[Dorset's Local Offer - Dorset Council](#)

The report meets the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Date effective	November 2023	Approval	LGB
Maintenance	SLT	Role/responsibility	Tom Bracey
Date of next review	November 2024	Date of last update	November 2023