



SEND Offer

Everyone welcome; everyone included



Dawlish and Newport Schools' Offer for Pupils with Special Educational Needs and Disabilities (SEND)

This document has been prepared to complement and personalise Waltham Forest's Local Offer. A link to the local offer can be found at the end of this information sheet.

At Dawlish and Newport Schools, we believe that all pupils deserve a high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse community which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated pupils.

How does the school know if my child may have special educational needs? Who can I speak to if I am concerned?

A large number of our teachers have considerable experience of classroom teaching. They are very aware of the learning expectations of each year group and the developmental milestones that children typically meet in each phase of the school. Those new to teaching are well supported by more experienced colleagues if they have queries or concerns about a child. If a child is not meeting those milestones or is not making expected progress, this will trigger additional support or action within the school.

If a teacher has a concern about a child's learning they will discuss and seek advice from their line manager and/or the school's Special Educational Needs Co-ordinator (SENCO) or SENCO Assistant. Teachers will then try a range of strategies to support the child's learning and monitor closely to see if these have made a difference. Teachers will discuss their concerns with parents either at the scheduled open evenings or they will make a separate appointment to discuss their concerns with you.

If you, as parents, have concerns about your child's learning progress and think that your child may have a special educational need, please discuss this with your child's class teacher. Together you will agree strategies to try at home and school and your child will be monitored closely at school over the next period (usually a half term).

If concerns remain, a referral will be made to the school's Inclusion Team and the child may be registered as requiring SEN support. You will be informed if this action is taken.

How does the school support my child's learning?

In Waltham Forest there are three levels of help.

1: Universal is what every child can expect from the school.

2: Additional is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions.

3: Specialist is for children who have very special and long-term needs. This support is usually more intensive and is likely to be required throughout their time at school. The child will usually have a Statement of Special Educational Needs/Education & Health Care Plan.

1:Universal

At Dawlish and Newport Schools, teachers:

- Plan lessons which are interesting and engaging for children to help them want to learn
- Plan activities or tasks which are accessible to all learners – providing support and challenge as appropriate; this is known as differentiation.
- Explain things clearly and encourage children to ask questions if they do not understand.
- Model the learning for children so that they know what they are expected to do.
- Set expectations for children so they know what they should be able to achieve by the end of a lesson.
- Provide checklists so that children are able to check and assess their learning against the criteria
- Review and adapt tomorrow's lessons based on how the children have achieved today.
- Use a range of strategies and resources, including ICT tools
- Set high behavioural expectations and follow the schools' Platinum Pride system
- Set personalised learning targets for pupils

2: Additional

At Dawlish and Newport Schools, we provide short-term, individual or small-group interventions for children who experience barriers to learning. These can be different in each year group and include:

- Targeted small group learning interventions, usually in Literacy and Numeracy to boost progress in specific areas
- Speech and language groups run by trained support staff, following plans written by the Waltham Forest Education Project
- Motor Skills groups
- Intra year group phonics groupings to target learning for each phase
- Transition Groups (for children moving into secondary) to develop language and social skills
- Social Skills Groups
- Individual Behaviour Support plans
- Saturday School (Year 6 and KS1)
- SHINE on Saturday
- Reasonable adjustments such as touch typing facilities
- The school may also access support from services such as Speech and language Therapy, Educational Psychology, Occupational Therapy, Physiotherapy, Child and Family Consultation Service, School Nurse, Whitefield Outreach Service or other appropriate agencies.

3:Specialist

At this level it is likely that a number of specialists or agencies will have had contact with your child/family and they will provide support, advice and guidance to support school and home.

- An Additional Needs Profile which is devised using all available advice and strategies to address the unique needs of the child and their personalised targets.
- An allocated caseworker from the schools' Inclusion Team who will offer direct learning support (timetabled), co-ordinate provision for your child, attend appointments/consultations as appropriate and wherever possible, and act as a key contact for you regarding your child's SEND.
- Visits from specialist teachers for children who have ASD or Global Delay (as needed)
- Assessment by an Educational Psychologist
- Speech and Language Therapy (SALT) as appropriate
- Clinician from the Child and Family Service (CFCS)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Pupil Referral Service (PRU)
- Occupational Therapist
- Medical staff
- Physiotherapist
- Strategies/Resources such as Makaton, PECS, Social Stories
- Individual mentoring
- Individual Behaviour Support Plans
- Adaptations to the classroom/school layout as necessary to make all relevant areas accessible to those with mobility needs.

How will I know how well my child is progressing in their learning?

1: Universal

Open Evening Parent/Carer consultations are held each term as an opportunity to meet with your child's teacher to discuss their learning and social progress. Before each meeting you are provided with a report (the main Annual Report is delivered in the Spring term) as a starting point for discussion. If either you or your child's teacher has concerns outside of these times, an appointment can be made to discuss the concern and agree a plan to move forward.

2: Additional

If your child has participated in an intervention/learning booster group, his/her progress will be shared with you during Open Evenings.

If your child has an Additional Needs Profile, these are reviewed regularly to assess how your child has progressed towards meeting the set targets and agree the next steps.

If your child receives support through services such as Educational Psychology, Speech and Language or CAMHs you will receive a separate written report or a face to face meeting with the therapist.

3. Specialist

Additional Needs Profiles are reviewed regularly to assess how your child has progressed towards meeting the set targets and agree the next steps.

If your child receives support through services such as Educational Psychology, Speech and Language or CAMHs you will receive a separate written report or a face to face meeting with the therapist.

A Person Centred Annual Review is undertaken each year for every child with a Statement of Special Educational Need/Education Health Care Plan.

What specialist services do the schools access?

Dawlish and Newport Schools access a range of services from the Waltham Forest Local Offer

- Child and Family Consultation Service
- Child and Adolescent Mental Health Service
- Occupational Therapy
- Physiotherapy
- Whitefield Outreach Team
- Social Inclusion Team
- Speech and Language Service (core offer)

Some services have been commissioned directly by the schools

- Speech and Language Therapy
- Educational Psychology

What training have staff received to support pupils with SEND?

A number of staff members have attended training to develop skills in specific areas or to work with particular programmes such as ASD or Makaton. Staff members identify training needs via their performance management procedure; these are usually in response to specific needs in their current class of pupils.

Tutorials are held each year which are available to all staff members on topics relating to SEND. All Newly Qualified teachers and teachers new to the school receive induction into the school's procedures.

Neither Newport nor Dawlish School has specialist resource provision to cater for specific needs. Neither school has any staff members who hold specialist training in any area of SEND.

How will my child be included in activities outside the classroom including school trips?

At Dawlish and Newport Schools, all pupils are included in the full life of the school. The schools recognise that additional provision may need to be made to ensure that pupils with special educational needs are enabled to access the full life of the school. For example, this can mean 1:1 support on a school trip. Risk assessments are completed as necessary. A provision map is compiled to outline the range of additional support offered throughout the school.

How accessible is the school?

Newport

The main school building is fully accessible via ramps and a lift to the upper floor. The playground has been refurbished to create a smooth tarmac area reducing bumps and ridges. Newport School's main building has 3 DDA compliant toilet facilities. The Nursery is accessible via step free access; it has DDA toileting facilities.

Dawlish

The site is fully accessible via step free access to the main building and ramps for each mobile classroom. The main building is open plan and has recently been developed to remove obstructions in communal areas which reduced accessibility for those with mobility needs. The site has 2 DDA toilet facilities.

How will the school prepare and support my child before he/she joins and prepare them for the next stage of education?

Wherever possible the schools will meet with the new child and his/her parent before they join the school. This creates an opportunity to share important information, including special educational needs or information about a disability. The school will take all reasonable steps to ensure that the transition to Newport or Dawlish School is smooth and positive. Class teachers will be informed about any specific needs and wherever possible we will make arrangements for the teacher to meet with the child and parent before the child joins their class. The SENCO will take a lead on ensuring that the staff who need to know about the new arrival are fully informed and that appropriate support is provided. If appropriate, staff from Newport/Dawlish may visit the pupil in their current setting before transition.

Pupils in Year 6 participate in a transition project before moving to secondary school. The programme explores organisational aspects of secondary school such as using timetables and asking for help. Most secondary schools offer pupils with SEND a special transition day where they can become familiar with the new setting and meet relevant staff.

How are the schools' resources allocated and matched to the children's special educational needs?

The schools seek advice from relevant specialists, as required, and match resources to the identified needs. The schools make the best possible provision for all pupils using all available funding and resources.

How is the decision made about what type and how much support my child will receive?

The support provided to pupils is needs driven and is decided based upon observation, assessment, and discussion with those involved with the individual pupil – class teacher, parent, pupil, SENCO, support staff. At Dawlish and Newport Schools we firmly believe that for the vast majority of pupils, high levels of 1:1 support is often counter-productive as the 'velcro effect' can result in dependency and limit independence in learning. For this reason support is targeted as far as practicable, to the specific areas of need that a pupil has. This means that a pupil will receive support at various points across a day/week to support the achievement of their identified targets. Pupils who have particular medical or self care needs are supported according to their unique requirements. We request parental support in developing self care skills such as dressing, toileting and eating to ensure that all children are empowered to be as independent as possible.

How are parents involved in the school? How can I be involved?

Dawlish and Newport Schools value the partnership we have with parents in promoting the best outcomes for your children. We seek your involvement through supporting home learning and helping your child to acquire the basic skills they need to access the curriculum.

We request that parents participate in reviews and contribute to evaluation and target setting.

At Dawlish and Newport Schools we ask that parents show consideration and respect for the professional judgement of teachers and other professionals.

For some children, parental support is extremely important when attending educational visits; we appreciate that whenever possible parents of pupils with particular needs are able to join us.

If, as parents, you are concerned about your child's learning, progress or any other aspect of school life, we encourage you to discuss this with us. In the first instance the class teacher or case worker should be contacted. If an issue cannot be resolved at that stage, a meeting with the

SENCO may be arranged.

Who are we?

	Newport	Dawlish
Executive Headteacher	Prue Barnes	
Head of Schools	Lisa McIntyre	
SENCO	Lisa McIntyre	
Deputy SENCO	Nicola Forsyth	Michele Moir
SENCO Assistant	Dorota Radecka	
Intervention Teachers	Sophie Smith Matthew Pereirra Jen Vinall Dorine Lovett Alun North Karl Stephen	Anri Ruthven Rowena Roughley
Higher Level Teaching Assistants (HLTA)	Amanda Hahn Rubina Akhtar Sheila Moloney Nadia Ama Syrish Khalil Ventsislava Andonova	Lisa Butterfield
Teaching Assistants	Hulya Ali Indi Babbra	Carolyn Mwason Cathy Reynolds Raimonda S Rabina Mehmood

Waltham Forest Local Offer

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Glossary of terms:

ASD – Autistic Spectrum Disorder

Child and Family Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHs) – part of the Health Service that looks after children with emotional, behavioural and social difficulties. Therapists may work with individual pupils or the wider family.

EP – Educational Psychologist

Education Health and Care Plans (EHCP) – a report, written by Waltham Forest Education Service and parents, which identifies your child's strengths, difficulties and approaches to learning . It also lists all the help they need from home, from school, the health service and the community. EHCPs may last until a young person is 25 years old although they are reviewed each year.

Global delay – children who are delayed in the majority of aspects of learning or development.

Intervention - An intervention is a way of teaching, or a set of sessions aimed at helping a child progress in a specific area. Your child may attend sessions in a small group or as an individual student. Interventions usually last half a term and can be weekly or more often. Some interventions are shorter and others are longer.

SaLT – Speech and Language Therapist.

SENCo - Every school has a Special Educational Needs Co-ordinator. Their job is to advise class teachers, seek advice from specialists and co-ordinate SEND provision in the school.

SEND – Special Educational Needs and Disabilities

SLC – Speech, Language and Communication Needs.

Statement of Special Educational Needs – A report, written by Waltham Forest Education Service, which sets out your child's difficulties and the support that must be provided to help them learn. Statements are being replaced by Education Health and Care Plans from September 2014.