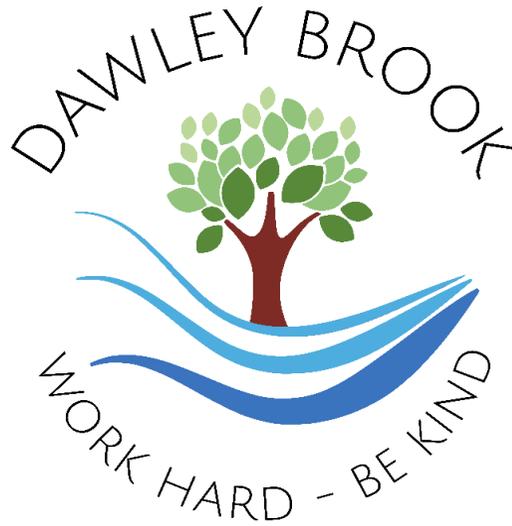


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# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2022 - 2023



Historic England  
Champion  
Heritage School





## **Special Educational Needs and Disabilities (SEND) Information Report**

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEND Information Report must be published on the school website.

Dawley Brook Primary School has used The School Bus: Simplifying School Compliance template as a basis for this SEND Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education 2022' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

This SEND information report is part of the Dudley Local Offer for learners with special educational needs and/or disability (SEND).

<b>Contents</b>			
Overview	3	How does Dawley Brook Primary School Consult with pupils and parents?	10
Contents	4	How does Dawley Brook Primary School involve other bodies (Health, Social Care, Local Authority support services and voluntary organisations) in meeting the needs of children?	11
How does Dawley Brook Primary School cater for different kinds of SEND?	5	How do we safeguard children with special educational needs or disabilities?	12
What is Dawley Brook Primary School's approach to identifying, assessing and supporting pupils with SEND?	6	How will the school prepare and support children to join the school, transfer to a new school or the next stage of education and life?	13
What is Dawley Brook Primary School's approach to teaching pupils with SEND?	7	How does Dawley Brook Primary School evaluate the effectiveness of its SEND provision?	14
How does Dawley Brook Primary School make adaptations to the curriculum and learning environment?	7	What steps should be followed if you have a concern or complaint?	14
What is Dawley Brook Primary School's approach to supporting pupils in EYFS?	8	How do I make contact with named professionals if I need support?	15
How does Dawley Brook Primary School Secure and Deploy Expertise?	9	Dudley's Local Offer	16

## **How does Dawley Brook Primary School cater for different kinds of SEND?**

The Special Educational Need and Disabilities Code of Practice identifies four broad areas of need. Dawley Brook Primary School uses these four broad areas to identify actions the school needs to take to meet the needs of learners at the school. Children can often have needs that spread across multiple areas with their needs often changing over their time at the school.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

## What is Dawley Brook Primary School's approach to identifying, assessing and supporting pupils with SEND?

As outlined within Dawley Brook Primary School's Special Educational Needs and Disabilities Policy 2022-23, the following approach is taken to support pupils with SEND:

1. A broad and balanced curriculum is offered to **all** children who attend the school;
2. High quality teaching, underpinned by high expectations, is planned effectively for **all** children;
3. Formative and summative assessment is used effectively with the aim of identifying pupils who are making less than expected progress given their chronological age and individual circumstances;
4. Effective communication will be established between all stakeholders to establish whether to make special educational provision for the pupil;
5. Once a pupil has been identified as requiring special educational provision, the school will employ a graduated approach to meeting the pupil's needs. This is known as the Assess, Plan, Do and Review (APDR) Cycle:
  - **Assess:** establishing a clear assessment of the pupil's needs
  - **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
  - **Do:** implementing the agreed interventions and support
  - **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date
6. Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.
7. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Need of a pupil, they have not made expected progress against their focused targets, the school, in consultation with parents, will consider requesting an Education, Health and Care (EHC) needs assessment.

## What is Dawley Brook Primary School's approach to teaching pupils with SEND?

Dawley Brook Primary School has a dedicated team of teachers and support staff who ensure that every child receives high quality teaching. This means that the teachers are responsible for making sure that every child has access to, and enjoys a rich and varied curriculum allowing them to achieve their full potential. Teachers plan lessons which are carefully differentiated and take account of the children's levels, ability and learning needs.

When a child has been identified with a Special Educational Need and/or Disability their teachers will ensure that their work is further differentiated so as to remove any barriers to learning. Class teachers will act upon the advice of specialists to ensure that targets are addressed in the classroom as well as an interventions.

We believe that all pupils should have access to a broad and balanced curriculum and our role in school is to adapt the way we deliver the curriculum content so that all children can access learning. We follow recommendations from the Educational Endowment Foundation (EEF), which explain that High Quality teaching combined with carefully selected small group or 1:1 interventions is the most effective way to support children with additional needs.

## How does Dawley Brook Primary School make adaptations to the curriculum and learning environment?

Dawley Brook Primary School endeavours to adapt the curriculum and learning environment for individual pupils with Special Educational Needs and Disabilities by:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and its related outcomes, etc;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;
- Where needed, for short periods of time, children may be taken outside the classroom to work with specialists on specific areas which are providing barriers to their learning in the classroom, for example to take part in an intervention;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Using assistive technology and building modifications where possible and reasonable;
- Adapting our resources and staffing;
- Creating bespoke One Page Profiles;
- **If children need a higher level of social, emotional support, they will receive personalised provision within individual behaviour or support plans which include access to trained external support.**

## What is Dawley Brook Primary School's approach to supporting pupils in EYFS?

In assessing progress of children in the early years, we will use the non-statutory Early Years Outcomes guidance as a tool to assess the learning and development of a child at expected levels for their age, these include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Identification of barriers to learning at this stage is crucial. "It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life." (Early years: guide to the 0 to 25 SEND code of practice; 2014")

The school will liaise with the Nursery and external childcare providers to enable an effective transition. The SENDCo will ensure practice is continuous, and young children with SEND are fully supported.

## How does Dawley Brook Primary School Secure and Deploy Expertise?

Each year we map our provision to show how we allocate human resources to each year group, this is reviewed regularly.

Continuous Professional Development opportunities are built in to the annual staff training calendar to ensure that staff members are kept up to date with the latest developments and teaching strategies related to the effective provision for children with Special Educational Needs and/or Disabilities (SEND).

A pupil may be identified by Dawley Brook Primary School as needing some extra specialist support from a professional outside the school. This may be from organisations that include:

- Local Authority Health services such as Occupational Therapists (OT), Speech and Language Therapists (SALT), Physiotherapists etc.
- The Physical Impairment / Medical Inclusion Service (PIMIS)
- Hearing Impairment Service (HI) / Visual Impairment Service (VI)
- The Education Psychology Service (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Autism Outreach Service (AO)
- Integrated Early Years Team
- School Nursing Team
- Advisory teachers for behaviour e.g. The Sycamore Behaviour Support Outreach Team
- Special Educational Needs and Disability Advisory Service (SENDIASS)

We will also facilitate private agencies who wish to work with our pupils during the school day.

## Equipment and Facilities

Dawley Brook Primary School works closely with specialist professionals to ensure that accurate information is accessed regarding equipment and facilities to support SEND pupils. For example the Physical Impairment and Medical Inclusion Service (PIMIS), the Hearing Impairment Team, Visual Impairment Team and Occupational Therapists support the school where specialist equipment resources are required. Where necessary specialist equipment, books or other resources that may help the child are purchased.

Professional advice is sought from specialist services to ensure that the school environment is accessible for all children within the school. The school is built on one level, accessible from multiple secure entry/exit points. Individual Risk Assessments and Personal Emergency Evacuation Plans (PEEPs) are written in consultation with parents and specialist services to enable pupils with Special Educational Needs and/or Disabilities.

## How does Dawley Brook Primary School Consult with pupils and parents?

When children have been identified as having SEND needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are considered through:

- **Teacher and child consultations:** These are strongly encouraged as close to the point of first teaching as possible to enable the success of academic progress to be closely monitored. In addition to this, teachers who have identified the need to implement specialist provision via the graduated approach (Assess, Plan, Do and Review) will involve the child in reviewing their progress regularly.
- **One Page Profiles:** These are written and reviewed at least termly to create a document to highlight three targets which will be a focus for that child during that term. These targets are taken from internal data, observations and assessments, plus external agencies report. These One Page Profiles and their reviews are discussed with parents.
- **Open door policy:** Parents can arrange to meet with their child's class teacher or Special Needs and Disabilities Coordinator (SENDCo) to discuss any concerns at a mutually convenient time.
- **Termly parent consultation evenings:** The class teacher will formally discuss the progress of children within their class. On these evenings, key staff members such as the Special Educational Needs Coordinator, Designated Safeguarding Lead etc. are also available to discuss the needs of your child in addition to the consultation with the class teacher.
- **Formal meetings:** The school may invite parents to a formal meeting to discuss their child's progress. These will be arranged at a convenient time for all parties enabling parents/carers and relevant staff members to attend to maximise the effectiveness of the discussion.
- **School-based, external agency liaison meetings:** When appropriate, the SENDCo may invite parents to discuss the possibility of liaison with external agencies and professionals. These professionals will work in collaboration with the children to assess, plan, do and review their targets with their voice, and that of their parents, often included within formal visit or assessment reports.
- **External professional discussions:** Discussions with parents will sometimes be organised without the need to liaise with school. It is the responsibility of parents/carers and external professionals to ensure that these take place at a convenient time which allows for the discussion to be effective.
- **Pupil voice/Pupil participation in formal meetings:** Depending on their age, pupils with an Education, Health and Care Plan (EHCP) or Personal Education Plan (PEP) are invited to submit their views in writing as part of their termly/annual reviews as well as to attend the review itself. Dawley Brook Primary School uses age-appropriate resources to support children who wish to express their views in these meetings.

## How does Dawley Brook Primary School involve other bodies (Health, Social Care, Local Authority support services and voluntary organisations) in meeting the needs of children?

Dawley Brook Primary School works closely with the Local Authority and other providers to agree a variety of specialist services and have clear arrangements for making requests for specialist services. This includes:

- **Commissioning some specialist services directly through Dudley Local Authority.**

For example:

- Learning Support Service (LSS)
- Educational Psychology Service (EP)

- **Supporting the referral to health care professionals.**

For example:

- School Nursing Team: Referral pathways are followed and submitted to the relevant team within Dudley
- Child and Adolescent Mental Health Services (CAMHS)\*
- Autism Outreach (AO)\*

\* **Note:** Referrals to CAHMS, medical specialists and other agencies such as Autism Outreach have to be made by the GP. However, school will support parents by writing a letter outlining their concerns, outlining existing support and the impact of that support if required.

- **Referring to Dudley Social Care (or relevant bodies).**

For example:

- Supporting the completion of Early Help Assessments and coordinating Early Help Support
- Following Child Protection and Safeguarding protocols when referring to Dudley Multi-Agency Safeguarding Hub (MASH)
- Referring to other bodies which support those who are vulnerable e.g. Channel, Dudley Exploitation Hub etc.

- **Coordinating other organisations (including those of a voluntary nature) and the resources they provide.**

For example:

- Advisory teachers for behaviour e.g. The Sycamore Behaviour Support Outreach Team.
- Specialist resources provided by organisations to enable children with specialist provision to access the curriculum or safety messages.

## How do we safeguard children with special educational needs or disabilities?

At Dawley Brook Primary School we are aware that children with special educational needs or disabilities (SEND) or with certain health conditions may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children.

### These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

At Dawley Brook Primary School, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, and have appropriate mechanisms to assist them:

### Examples of mechanisms used at Dawley Brook Primary School:

- Suitably qualified professionals e.g. Designated Safeguarding Lead and Special Educational Needs and Disabilities Coordinator;
- Appropriate training for all staff;
- Referrals to specialist agencies;
- Use of communication packages;
- Use of signs and symbols;
- One to one support for communication.

### Child Protection and Safeguarding Policy

Dawley Brook Primary School's Child Protection and Safeguarding Policy outlines the school's approach to the management of concerns for children with special educational needs and/or disabilities (SEND). This policy recognises the additional risks that pupils with SEND face online, *e.g. through online bullying, grooming and radicalisation* and how the school recognises the additional risks that pupils with SEND face in terms of sexual violence and harassment, including between pupils in school.

## **How will the school prepare and support children to join the school, transfer to a new school or the next stage of education and life?**

Dawley Brook Primary School recognises that transitions can be difficult for any child, and we take steps to ensure that any transition is as smooth as possible.

### **If your child is joining us from another school:**

- The SENDCo will liaise with your child's previous school to discuss the specific needs of your child. This may include an additional visit prior to their start or a joint planning meeting with associated professionals where appropriate.
- Information is gathered from your child's current school via effective and timely communication and circulated to the relevant members of staff when they start at Dawley Brook Primary School.
- Pupils have the opportunity to meet with key personnel including their new classteacher and school SENDCo.
- Parents are invited to meet with the SENDCo prior to their start if appropriate.
- The SENDCo will attend the annual review of pupils with an Education, Health and Care Plan once a placement has been finalised
- Copies of children's SEND records are received and key documentation is kept within a pupil's individual record.

### **If your child is moving to another school/setting**

- We will ensure that all records pertaining to your child are transferred securely as soon as possible per request via the receiving school.
- We will respond to the school/SENDCo request for information about any special arrangements or support made for your child.

### **When moving through the school/transition**

- Data is maintained on the school's secure cloud-based Management Information System (Integris) and is accessible to all staff.
- Teachers are informed about the SEND status of the child and the area of need via the SEND register.
- Teaching and learning strategies and pupil information is made available to teachers via the school's secure cloud-based record system (MS Teams/OneDrive)
- Transition meetings take place with their new classteachers before the start of the academic year.
- Where appropriate, pupil transition projects are implemented to provide the child with information/experiences to help make their transition a smooth and positive process.

## How does Dawley Brook Primary School evaluate the effectiveness of its SEND provision?

At Dawley Brook Primary School, the impact and quality of provision for individuals identified with Special Educational Needs or Disabilities (SEND) will be regularly evaluated, along with the views of the pupil and their parents.

Support plans will be put in place after consultation with parents and staff. The attainment and progress of pupils on these plans will be evaluated at appropriate intervals. The class teacher in collaboration with the SENDCo will revise the support in light of the pupil's progress and development. Any outcomes or changes to the support will be discussed with parents and the pupil themselves.

In addition, the Governor with responsibility for SEND and the SENDCo will meet regularly to discuss the effectiveness of the school's SEND provision. The outcomes of this discussion will be recorded and presented at the Full Governing Board using the appropriate governors' visit proforma.

The SENDCo will provide a termly report to the Full Governing Board outlining key information about the school's current provision.

The quality of the whole school provision for SEND provision will be evaluated as part of our approach to whole school improvement.

## What steps should be followed if you have a concern or complaint?

If you have a concern regarding your child, please follow the steps as outlined below:

- **Step 1:** Contact your child's classteacher via the class email address or by organising a meeting with them. Making an appointment to see them before or after school is advisable as they need to supervise the children at the start, end and during the school day.
- **Step 2:** Contact the school SENDCo (Mrs Walters) via the [senco@dawley.dudley.sch.uk](mailto:senco@dawley.dudley.sch.uk) email address or by organising a convenient time to meet or discuss your concerns via telephone consultation with the school office.
- **Step 3:** Contact the school's Deputy Headteacher (Mr Walters) via his email address [mwalters@dawley.dudley.sch.uk](mailto:mwalters@dawley.dudley.sch.uk) or by organising a convenient time to meet or discuss your concerns via telephone consultation with the school office.
- **Step 4:** If you still feel that your concern has not been resolved, you may wish to make an appointment to discuss your concerns or raise an initial complaint with Dawley Brook Primary School's Headteacher, Ms Maskell, via the school office.

We follow the Dudley MBC School Complaints Policy which can be downloaded if you [click here](#).

Should you need a paper copy of this policy please ask at the School Office.

## How do I make contact with named professionals if I need support?

### Internal Contacts

Name of Contact	Role/Designation	Email Address	Phone Number
Mrs J.Morgan	Chair of The Governing Board/Responsibility for SEND	<a href="mailto:info@dawley.dudley.sch.uk">info@dawley.dudley.sch.uk</a>	01384 818770
Ms. L.Maskell	Headteacher/Mental Health Lead	<a href="mailto:info@dawley.dudley.sch.uk">info@dawley.dudley.sch.uk</a>	
Mr M.Walters	Deputy Headteacher/Designated Safeguarding Lead	<a href="mailto:safeguarding@dawley.dudley.sch.uk">safeguarding@dawley.dudley.sch.uk</a>	
Mrs A.Walters	Special Educational Needs and Disabilities (SEND) Coordinator	<a href="mailto:senco@dawley.dudley.sch.uk">senco@dawley.dudley.sch.uk</a>	

### External Contacts

**Dudley Local Authority:** Dudley SENDIASS (formerly known as parent partnership)

**Address:** Saltwells Education Centre, Bowling Green Road, Netherton, Dudley, West Midlands, DY2 9LY

**Office mobiles:** 07929 777744, 07900 161363 or 07824 543233.

**Website:** <https://dudleyci.co.uk/dudley-special-educational-needs-disability-information-advice-and-support-service>

**Email:** [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk)

Further support is available from The Information, Advice and Support Service Network (IASS Network).

<https://cyp.iassnetwork.org.uk/>

## Dudley's Local Offer

Dudley borough is committed to ensuring that children and young people with SEND have access to the best possible range of services, support, and opportunities to enable them to realise their fullest potential.

Dudley's Local Offer allows parents, carers, young people and professionals to find and access information and support more easily. It contains a wealth of information on areas such as education, health and social care, training and employment, leisure and support to prepare you for adulthood. It also includes information to support children and young people with the most complex of needs and with an Education Health and Care Plan (EHCP).

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0-25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families.

The Dudley Local Offer website has information about the services that are available. Visit <https://dudleyci.co.uk/send-local-offer> for more detailed information.

Dawley Brook Primary School's governing board will collaborate with and support Dudley Local Authority in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that Dudley's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** Dawley Brook Primary School will work with Dudley Local Authority to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

Dawley Brook Primary School will provide Dudley Local Authority with information about their existing SEND provision and capabilities to support pupils with SEND via this information report to aid in the drafting of the Local Offer, where required.

