

The Daiglen School Special Educational Needs Information Report

Our vision and how we hope to achieve it:

We believe that all pupils have educational needs that are special. They have the right to the very best education and we continually strive for excellence in all areas. We work hard to support all children, including those with identified special educational needs, disabilities or medical conditions. We are committed to meeting the needs of pupils with special educational needs, as far as is reasonably possible within our setting, to ensure they engage in the activities of the school alongside pupils who do not have SEN.

Type of school we are:

The Daiglen School is a small independent preparatory school catering for pupils from Nursery through to Year 6. The vast majority of our pupils are aiming towards entry into the highly competitive selective independent schools in the local area and further afield and thus our curriculum reflects this.

How we support children who are not making as much progress as we would hope for:

Concerns about a child's progress may be raised by the child's teacher or parents and would usually be raised at Parent Consultation appointments. However, parents are always welcome to speak to staff and may contact the teacher, or the school office, at any point to arrange a convenient time to discuss their concerns.

For children that are not making the progress we would expect we use our 'graduated approach'. We support all of our pupils to achieve their potential through well planned differentiated lessons in the first instance.

At The Daiglen School we provide additional teaching in small, twice weekly Booster Group sessions with our teaching assistants. This extra teaching is over and above differentiated timetabled lessons, and is usually focussed on English and Maths skills. The sessions involve learning activities for each year group from Year 1 to Year 6. The work undertaken is overseen by the class teacher or the school's SENCO. Parents are informed by an informal letter sent home, explaining that their child's inclusion in these groups does not necessarily mean that they have a special educational need, but that they would benefit from some extra work in these specific areas. Children are not withdrawn from their core lessons of English, Maths or Science and if these sessions coincide with other foundation subjects then a rota system is implemented in order that pupils do not consistently miss the same lesson. A record of this provision is kept by the class teacher and the SENCO, and this 'Provision Mapping' is updated termly.

How we know if a child has special educational needs:

Regular assessment, tracking and monitoring of learning outcomes occur at The Daiglen School to look out for any special educational needs that may develop, or lack of expected progress in any particular area of learning. Further screening or classroom observations may also occur. We understand that parents know their children best and work hard to maintain good home/school communication. Parents are always welcome to speak to staff if they have any concerns.

Under achievement may occur for any number of reasons, and does not mean that a child has special educational needs. For example: illness, allergies, general tiredness, medication side effects, poor punctuality, poor attendance, emotional issues, anxiety etc. We will always do our best to support children whose progress is a cause for concern.

A child has special educational needs when, as defined in the SEND Code of Practice 2014, he or she has a learning difficulty or disability which calls for special provision being made for him or her. Local Authority Schools will further define this as a child having 'significantly greater difficulty in learning than the majority of others of the same age'. Special educational needs fall under these broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

What we do to support children with special educational needs or disabilities:

If a child is thought to have special educational needs or disabilities we:

- Identify the problem and meet with the child's parents.
- Parents, teachers and pupils are involved in discussing progress, difficulties and achievements, with the child's viewpoint being given particular attention. We agree a programme of support called a 'One Plan' with the parents and the child. Learning outcomes are agreed and strategies are set up to achieve them. This describes what we will do to support the child with the difficulty the child is encountering, and the outcomes we hope to achieve. All support is recorded on the One Plan, and is signed by the teacher, child and parents. The child is then placed on the School's Special Educational Needs Register
- We review the programme termly, or earlier if deemed necessary, to check that we are giving the appropriate support.
- We contact outside expertise eg. speech and language therapists, educational psychologists etc. if appropriate.

How we adapt our teaching for children with special educational needs:

Our primary response is 'quality first teaching' where by a child's needs are met through carefully planned differentiated lessons so that all pupils learn and make progress, for example both a child with special educational needs and a very able child will have different learning objectives within the lesson. Resources are adapted where appropriate, eg. ensuring written information is enlarged if necessary.

We carefully monitor each child's progress using an 'assess, plan do, review' graduated response to a child's individual needs.

How we decide what resources we can give to a child with special educational needs:

Children with a 'One Plan' and on our Special Educational Needs Register may attend these Booster Group sessions, but are also offered individual morning tuition 'in addition to and different from' that provided by differentiated lessons and Booster Groups. This is to further

meet their learning needs and the strategies agreed within the 'One Plan'. This individual tuition is chargeable within our school setting.

Particular resources which may help a child's learning such as technology software, Toe by Toe, Stride Ahead, Power of 2 and Plus One manuals, ACE dictionaries, spellcheckers, writing slopes etc are purchased by parents through the school after seeking advice from the SENCO.

How we check a child is making progress and how we keep parents informed:

Informal assessment and observation occur regularly within our setting, and this is also supplemented by our termly formal assessment cycle. Through this rigorous system our children's progress is monitored. We work hard to maintain good home/school communication and have parent consultations twice a year. Written reports are sent home 3 times a year in KS1 and KS2. One Plan reviews are carried out during these meetings, to look at whether strategies are working or need changing. A further review occurs at the end of the school year to discuss the way ahead for the new school year.

Support we offer for children's health and general well-being:

Children need to be happy and behave appropriately to learn well. Teachers work with pupils on their social skills, behaviour and general well-being through general day to day interaction, PSHCE lessons and Citizenship assemblies. If a child has a particular difficulty their class teacher will have help and advice from colleagues and Senior Management.

The Daiglen School has clear equal opportunities, anti-bullying and inclusion policies and children with medical conditions will have clear procedures put in place.

Specialist external services we use when we think extra help is needed:

Speech and Language Therapy services (NHS and private)

Educational psychologists (private)

The Sheila Ferrari Dyslexia Centre (private) which offers various interventions and therapies.

Local offer websites: these websites contain the details of many organisations and support groups, both private, voluntary, NHS and Local Authority, for parents and carers of children with special educational needs and disabilities.

Essex: www.essexlocaloffer.org.uk

Hertfordshire: www.hertsdirect.org/localoffer

Redbridge: <http://find.redbridge.gov.uk/kb5/redbridge/fsd/disabilities.page>

Waltham Forest: <http://walthamforest.childrensservicedirectory.org.uk/>

Information, Advice and Support Agency Network offers help to parents and carers of children with SEND: <http://iassnetwork.org.uk/>

The training our staff have had, or are getting:

The SENCO has attended regular courses to increase knowledge and understanding of specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, and other courses covering increased knowledge about Asperger's syndrome, bilateral integration and retained birth reflexes etc. The SENCO is currently working towards attaining a British Dyslexia Association Level 3 award and ensures teaching staff are kept aware of current pupil needs, offering advice and training where reasonable and appropriate.

Our Early Years SENCO is responsible for the special educational needs and disabilities of our pupils until they reach the age of 5 and together with her team has attended speech, language and communication training, promoting positive behaviour training, English as an additional language training and SENCO and Inclusion training.

Both members of staff work closely together, sharing best practice and knowledge of the children in their care.

As we are a small school, all teachers and teaching assistants have regular informal contact with the SENCO and EYFS SENCO, Senior Management and with each other. Staff meetings give opportunity to share best practice in regard to special educational needs and disabilities. Curriculum co-ordinators regularly review resources for children of all learning needs and share ideas and thoughts they have come across during courses, or through personal reading. Staff frequently produce handouts from courses they have attended.

Our policy is that all our TA's have at least an NVQ level 3 qualification and there are teaching assistants who have gained the CACHE Diploma in 'Working with children with special educational needs'.

How we include children in activities and school trips:

Any trips or activities we plan are for all of our pupils. If necessary, the relevant risk assessment will have been carried out and parental consent will have been obtained. First aid kits and medication are carried by a nominated adult on all external visits.

Our school environment:

Our school is on a split level site, with a steep staircase leading to the upper floors. All staircases have handrails and the steep staircase also has grips on the treads. EYFS and KS1 are all based on the ground floor. If children in these year groups need to access the I.T. suite on the first floor, they are escorted in small groups by a member of staff. Wheel chair access into the school building is via the back gate or the side gate near the assembly hall, and there is a disabled toilet next to the hall. Movement around the ground floor by wheelchair would be difficult, but not insurmountable, with adaptations such as ramps where necessary. Year 5 and 6 classrooms are on the first floor and Year 6 pupils are allowed to use the main staircase to access their classroom in order to reduce the traffic flow on the other stair. Years 3 and 4 are situated on the second floor.

Please read the Disability Equality Policy, Scheme and Accessibility Plan for further information.

How we prepare our pupils when joining or leaving our school:

Children joining our Nursery are invited to school for induction mornings and parents are invited to stay and have tea or coffee in the dining room organised by the Parent Teachers Association. There is also a new parents evening before the start of the new year so all new families and pupils can meet each other. The first day in Nursery begins with a 'staggered start', with each child being given a specific start time so that the Nursery staff can give each child individual attention as they enter the classroom. Many children begin a fulltime day immediately but parents can opt for half days until we start back to school after the Christmas holidays.

For children joining the school at any other point they will usually have been to school and met staff in order for us to ascertain whether this is the right educational setting for them. This is usually carried out through appropriate assessments, engaging with the child, reading their most recent school report and showing them around the school. If a parent has been offered a place at The Daiglen School, and has accepted, their child may sometimes spend half a day with their new class before their official start date.

For pupils already attending Daiglen we organise a 'Move Up Day' in the summer term in order for them to meet their new teacher and spend some time in their new classrooms.

For pupils transitioning to secondary schools we run Exam Prep Clubs, set up mock interviews, and encourage pupils to attend taster days at schools they may wish to attend. Through inter-school sports activities, competitions and quizzes, many of our Year 6 pupils are already familiar with the secondary schools in the area. Our teachers liaise with relevant staff from secondary schools if appropriate.

How parents are involved in school life:

Parents have regular contact with staff, both formally and informally. Parents are invited to their child's class assemblies and fundraising activities. Parents help support children with their learning during class trips. Parents can become involved with our very active and successful Parent Teachers Association and are invited to attend the numerous social events they organise in order to fundraise for the school.

Who to contact for more information or to discuss a concern:

Your child's class teacher is your first point of contact. Other people you could contact are:

Headteacher-Mrs M. Bradfield

SENCO - Mrs L. Demetriou

Early Years Accredited SENCO – Mrs J. Davies

Governor with responsibility for special educational needs –Rev J. Mortimer

March 2016.

To be reviewed annually.

L. Demetriou SENCO.