SEND Information Report Including EYFS

	Name	Date
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Next School Review		**October 2027**

Special Educational Needs Information Report

Dallington School is committed to meeting the needs of all children, including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best.
- become confident individuals, living fulfilling lives.
- make a successful transition into adulthood, whether into employment, higher education or training.

We will use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything we can to meet the child's special needs.

We will review and update this information report regularly to reflect changes and feedback.

If you need any more information, please see our SEND Policy or contact Tina, our SENCo, on 020 7251 2284.

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Frequently Asked Questions

1. **What kinds of SEND does the school cater for?**

Dallington School welcomes children and young people with SEND in one or more of the following areas:

• **Communication and interaction** e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC)

• **Cognition and learning** e.g. specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD),global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)

• **Social, emotional and mental health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder

• **Sensory and/or physical needs** e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy. {Note – the building is not fully accessible to children with mobility difficulties.}

• **Medical needs**: Where children have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting children at school with medical conditions.

2. What are the school's policies for the identification and assessment of children with SEND?

All our teachers teach children with SEND. All staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all children.

Teachers regularly assess children's progress. This helps us to see any children whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match, or better, their previous rate of progress.
- fails to close the attainment gap between them and their peers.
- Teachers will also consider if children are making appropriate progress in other areas such as social and emotional learning, motor development etc.

Where assessments show a child's progress to be slower than expected, the teacher will work with the family and the SENCo to carry out a clear analysis of the child's needs and identify whether they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

When considering if a child needs SEND support, the school takes into account:

- the child's previous progress and attainment.
- the teacher's assessment and experience of the child.
- the child's development, in comparison to their peers and national data.
- the views and experience of parents or carers.
- the child's own views.
- advice from external support services, if appropriate.

Further information is set out in our SEND Policy.

3. What are the school's policies for making provision for children with special educational needs (SEND), whether or not children have an Education, Health and Care Plans (EHCP)?

Most of our children with SEND have their needs met through small class sizes and high-quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different children and a range of interventions, normally provided by the school. If a child is identified (through the assessment process above) as having special educational needs their teacher and the SENCo will consider

everything we know about the child to determine the support that they need. Where provision for SEND is needed, we work with children and their families to plan what to do. This usually includes writing a plan of action. They will decide some goals for the child to work towards in school and at home. The school will collaborate with external professionals, where appropriate, to support the child's progress.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website: www.islington.gov.uk/localoffer

EHCPs are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future.
- any education, health and care needs they have.
- the goals or outcomes for the child as agreed by the family and professionals for the next phase of their education.
- any education, health and social care provision in place to meet their needs.

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the child for the next year, and the activities that everyone supporting the child will put in place to support them.

4. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school and ensure that teachers can identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking children's progress and to see if the agreed goals and outcomes for a child are being met. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENCo and the head report regularly to the Governing Body on the quality of SEND provision and the progress towards outcomes being made by children with SEND.

5. What are the school's arrangements for assessing and reviewing the progress of children with SEND?

Every child in the school has their progress reviewed regularly and this informationwill be shared with both parents and children. We provide an annual report to parents

on their child's progress, normally at the end of the school year.

Where a child is receiving SEND support, we provide feedback to parents more regularly. We make contact with parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year. Some children with SEND may have more frequent reviews if they are required.

Reviews involve the child, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and should be changed.
- find out if the SEND provision has been delivered as planned.
- review the child's progress towards their goals and longer term outcomes.
- discuss and agree clear outcomes for the future.
- discuss and agree the support needed.
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress.
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the child's parents.

6. What is the school's approach to teaching children with SEND?

Dallington classes are very small, which means all children learn in an intimate and supportive environment. All children, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set goals which are deliberately ambitious to encourage children to aim high. Teachers plan their lessons with the SEND of children in mind, which means that most children with SEND will be able to study the full Dallington curriculum along with their peers.

7.How does the school adapt the curriculum and learning environment for children with SEND?

We are committed to meeting the needs of all children including those with SEND. We have a duty not to directly, or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEND are included and not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum in order to see if getting additional resources and support may be appropriate.

Teachers will be supported by the SENCo to assess, plan and adapt the curriculum, to meet the needs of children with SEND. This may also involve working with outside partners. In considering what adaptations we need to make, the SENCo will work with the head to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

A link to the Equality Act 2010 can be found here:
http://www.legislation.gov.uk/ukpga/2010/15/contents

8. What additional support for learning is available to children with SEND?

The small class sizes mean that additional support is always available to children at Dallington. Quality inclusive teaching takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Some children will receive specific, additional and time-limited interventions to help their progress to enable them to work at or above age-related expectations.

If children need more, a more targeted provision to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions. The school may advise families to seek a specialist assessment to support with this.

We provide additional support for children with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals.

9. What extracurricular activities are available for children with SEND?

We try to make sure that all children with SEND can engage in the activities of the school alongside children who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a child with SEND, the school will work with families to discuss how additional training, resources or equipment may be funded.

The school also provides opportunities for children to go on school trips including residential trips. We will involve parents and carers of children with SEND in the planning of school residential and other trips to assess the benefits and risks and identify how the needs of individual children can be best met.

10.What support is available for improving the emotional and social development of children with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all children, including those with SEND.

We work hard to create a culture within the school that values all children, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes to identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

• advice and support to the child's teacher - to help them manage the child's behaviour within the classroom, taking into account the needs of the whole class.

• small group sessions - to promote positive behaviour, social development and self-esteem.

• individual action plans - to support children during transition periods, break times.

• additional support for the child – to help them cope better within the classroom.

11. Who is the SEND Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator is a qualified teacher working at the school who has responsibility for SEND. They work closely with the head as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCo. The SENCo is responsible for:

• overseeing the day-to-day operation of the school's SEND policy.

• coordinating provision for children with special educational needs.

• liaising with and advising fellow teachers.

• overcoming barriers to learning and sustaining effective teaching.

• overseeing the records of all children with SEND.

• liaising with parents of children with SEND.

• planning successful movement (transition) to a new class group or school.

• providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

• liaising with external agencies including educational psychology services, health and social services and voluntary bodies.

Tina Saedi – SENCo

Email: admin@dallingtonschool.co.uk

Phone: 020 7251 2284

The SENCo works on the following days: Monday, Thursday and Friday

12. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for children with different types of need and to access associated training to ensure they have the necessary knowledge. The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of children with SEND training is shared between the head and the SENCo.

General SEND training for all staff

Through a planned programme of Continual Professional Development, staff regularly receive training on how to have a more inclusive classroom and curriculum.

SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- reading about the conditions
- visits to other schools to see good practice
- home visits
- training by the Nursing Team

13. What equipment and facilities are available to support children with SEND?

The school has equipment that benefits all children and can be used to support children with SEND e.g. cameras and ipads with SEND software, Communication inPrint to produce printed matter with visual prompts, specific maths and literacy computer programmes, move and sit cushions and specialist handwriting equipment.

Specialist equipment is available in our school to all children where appropriate. For more individualised equipment, the school will discuss the purchasing of these with the family, normally at the child's termly or annual review.

14. What are the arrangements for consulting and involving parents and carers of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher.
- setting and reviewing goals.
- parent evenings.
- during discussions with the SENCo or other professionals.
- commenting and contributing to assessment, planning and reviews.

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Specific support is also available to parents by teachers and other staff to discuss progress and ideas of how to help at home.

If we think your child needs significant amounts of extra support we will always discuss this with you and where appropriate, a meetings with the people supporting your child can be arranged.

15. What are the arrangements for consulting and involving children with SEND in their education?

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

The views of the individual child sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include children with SEND in planning how best to support them and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All children with SEND will have specific goals and outcomes and where appropriate, they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats.
- using clear, ordinary language and images rather than professional jargon.
- giving them time to prepare for discussions and meetings.
- dedicating time in discussions and meetings to hear their views.
- involving the child in all or part of the discussion itself, or gathering their views as part of the preparation.
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional).
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

16. What are the arrangements for parents or carers raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents and carers to contact us about their concerns and not to wait for the next formal opportunity to meet. If you have something to tell us, whether good or bad, please contact the class teacher or SENCo. If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

- the class teacher
- the SENCo
- the head – using the main school number
- using our complaints procedure as per our Complaints Policy (this can be found on our website)

If you need support to raise a concern or make a complaint, you may want to contact the Islington SEND Community Support Service run by Family Action by phone: 020 7254 6251 or email: info@family-action.org.uk.

17. How does the school involve others in meeting the needs of children with SEND and in supporting the families of such children?

Where a child continues to make less than expected progress, despite support and interventions that are matched to the child's area of need, we may ask parents to seek advice and support from specialists from outside agencies such as:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

These may be through the NHS or privately funded, depending on the individual situation.

The SENCo is the person who usually coordinates the contact with school once the details have been passed on to us.

The SENCo may also invite specialists in to train staff depending on the needs in the school at the time.

18. What local support is there for the parents and carers of children with SEND?

Information about local support is located

here:www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children,young people and families.

Email: fis@islington.gov.uk

Website:

www.islington.gov.uk/fis

The Special Educational Needs Community Support Service (SENDIAS) is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

Offers a range of services to assist the parents/carers of children with SEND. These include:

- advice, information and support on education, health and social care issues
- support to express your views and wishes
- support at meetings with schools and the Local Authority
- help to complete SEN and Disability related paper work
- supporting young people up to 25 in their own right
- signposting to other services

Tel no 0203 316 1930 Website www.family-action.org.uk

Email: islingtonsend@family-action.org.uk

This information report should be read in conjunction with other relevant school policies.