



SEND at Dussindale Primary School



PASTORAL CARE

Assemblies, Class Community Time and the PSHE curriculum are used to teach all children about understanding their own and others emotional and mental health. Our pastoral support facilitates positive partnerships with children and parents. Pupils develop self regulation skills and behaviours for learning so that they can access the curriculum. This is supported by interventions such as :

- Shackleton Nurture Group
- Weekly 'Pets as Therapy' visits
- Time to Talk /Drawing and Talking sessions.
- Outside agency support.



CURRICULUM & ENRICHMENT

Everyone has access to the National Curriculum. Some children with SEND may access this differently or need support 'additional to or different from' their peers.

We work hard to encourage and develop independence in all our children.

Children with SEND have access to school trips and visits. Risk assessments are carried out and 1:1 support given where necessary to ensure all children can attend.

All children have access to all lessons and the opportunity to take part in performances in school as well as local events.

We ensure pupils with SEND engage with residential visits, enrichment and extra-curricular activities.



IDENTIFYING PUPILS WITH SEND

Dussindale Primary School follows a Graduated response using the Assess, Plan, Do, Review' cycle.

This process includes:

Conversations with parents and teachers.

Liaison with previous education settings.

In school assessments and screening materials.

Speech & Language assessments.

Professional conversations and assessments with Specialist Teachers and the Educational Psychology Service



INTERVENTIONS

Adults delivering interventions have received training in the programme they are working with.

Specific targets are set for pupils through their Provision Plans/EHCP's. These are discussed and agreed with parents and the child where appropriate.

Progress in interventions is reported to the SENCo and Inclusion Manager regularly and adaptations made where needed.



PROGRESS & MONITORING

Progress in interventions is reviewed with the SENCo and Inclusion Manager at least termly.

Regular professional conversations discuss individual and group interventions. Adjustments are made where needed.

Children with an EHCP have a formal annual review

All children on the SEND register have a Provision Plan and these are reviewed at least termly.

Information is shared with staff from SENCo monitoring



SUPPORT & TRAINING

We work closely with a range of external agencies to support identification of needs and support strategies for meeting needs.

SENcos from local schools meet regularly to share expertise and access up to date training.

All school staff access regular training with an SEND focus.

Parents are invited to attend regular 'Drop in' sessions with the SENCO and other professionals. These sessions provide support and advice.