

# Special Educational Needs Information Report

School Name: St Dunstan's Catholic Primary School

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Head teacher: Mrs. J. Birch

SENCo: Mrs. A. O'Donovan

Date completed: September 2016

	Question	Response	Examples of good practice in our setting (bullet point key examples)
1	<p><b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b></p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant in supporting and raising any concern at an early stage. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents are encouraged to speak to the class teacher about any concerns they have in the first instance. Parents are regularly reminded who to speak to if they have concerns in the monthly newsletter. We have some in-house expertise in special educational needs.</p>	<ul style="list-style-type: none"> <li>• The head teacher and Leader of Inclusion meet at the end of each term with all class teachers to discuss each child's progress.</li> <li>• The English and Maths leaders meet with the class teachers just before each half term holiday to discuss and agree each child's progress and attainment and to review targets.</li> <li>• Staff can raise concerns with the SENCO using a 'Cause for Concern' form. They must provide details of measures they have already taken to address the child's learning needs.</li> <li>• Assessments from other agencies that the children join the school with.</li> <li>• Baseline assessments at the start of each year.</li> </ul>
2	<p><b>How will school staff support my child?</b></p>	<p>All classes cater for the full range of learners at the first stage. Having identified</p>	<ul style="list-style-type: none"> <li>• Children who are targeted for interventions are screened before and after</li> </ul>

		<p>additional needs, we seek to match provision to need. We monitor the impact of interventions (where possible) through regular meetings and tracking of pupil progress using a range of assessment data. Our SENCo leads on this aspect and shares generic information with governors who hold the school to account for progress and achievement.</p>	<p>the support to ensure the impact is monitored and outcomes assessed. When interventions are not effective they are adapted to ensure maximum impact.</p> <ul style="list-style-type: none"> <li>• Support could be targeted at academic or emotional health and well-being needs e.g. anger management</li> <li>• Interventions are observed by the Inclusion Leader.</li> <li>• The Inclusion Leader and Senior Leadership team observes whole class teaching, focusing on Wave 1 support.</li> <li>• Liaison with parents and class teachers to discuss and raise concerns.</li> </ul>
3	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Differentiation in terms of access, resources and support is embedded in our curriculum and practice to ensure all are able to access the curriculum.</li> <li>• Specific planning for those children who need additional support.</li> <li>• Next steps are made explicit to the child in marking on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers plan for all children to master the learning. In order to do this, some children need additional support or alternative resources/methods of recording their work.</li> <li>• Catch up time is used to support children who have not grasped learning in class.</li> <li>• All children have clear targets/next steps and progress is monitored against these and share with parents at parent teacher meetings.</li> </ul>
4	<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At these meetings (and through other means) we clearly share what can be done by families at home to supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Parent teacher meetings are held twice a year for all parents and parents also receive a detailed end of year report with the opportunity to attend a report surgery appointment.</li> <li>• Next steps are provided to parents at parent teacher meetings.</li> <li>• Parents can contact teaching staff via the school office to make additional appointments to discuss</li> </ul>

		<p>the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website.</p> <ul style="list-style-type: none"> <li>• We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> <li>• We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</li> </ul>	<p>their child's progress as necessary.</p> <ul style="list-style-type: none"> <li>• Open door policy.</li> <li>• Each term, we hold an after school session where parents can come in to view their child's work.</li> <li>• Regular information sessions are held with focuses on reading, phonics, grammar and spelling and Maths where information, teaching methods and ideas for supporting their children are shared.</li> <li>• There is information on the school website for parents to access regarding next steps and supporting their child's learning.</li> <li>• Invitations to meetings with outside agencies.</li> </ul>
5	<b>What support will there be for my child's overall well-being?</b>	<ul style="list-style-type: none"> <li>• All our staff are regularly trained to provide a high standard of pastoral support.</li> <li>• Relevant staff are trained to support medical needs and in some cases all staff receive training.</li> <li>• We have a medical needs policy in place.</li> <li>• Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is regularly reviewed by all staff.</li> <li>• We robustly monitor attendance and take the necessary actions to prevent unnecessary absence or prolonged unauthorised absence.</li> </ul>	<ul style="list-style-type: none"> <li>• The Assistant Heads in the school support the teachers in providing pastoral care for the children.</li> <li>• The Inclusion leader supports staff with meeting children's overall well-being needs.</li> <li>• The school has achieved Enhanced Healthy Schools Status for their work on emotional health and well-being.</li> <li>• All staff have had basic emotional health and well-being training provided by the Child and Adolescent Mental Health Service. This will be refreshed this year.</li> <li>• The headteacher carefully monitors attendance and works with the Education Welfare Officer to support</li> </ul>

		<ul style="list-style-type: none"> <li>Learner voice is central to our ethos and this is regularly encouraged in a variety of ways.</li> </ul>	<p>the pupils and families with low attendance.</p> <ul style="list-style-type: none"> <li>Attendance at St Dunstan's is very high compared to national averages.</li> <li>The Pupil Voice Committee meets regularly to gather the views of all pupils from across the school. Minutes are shared with staff and Governors.</li> <li>Celebration of Achievement collective worships each week.</li> <li>First Aid training for staff.</li> </ul>
6	<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of well established relationships with professionals in health and social care and these are recorded on our provision map.</li> <li>All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</li> </ul>	<ul style="list-style-type: none"> <li>The school accesses the expertise of local authority services such as Behaviour Support, Learning and Language Support, an Educational Psychologist, Physical and Sensory Support and the local Autism Outreach team.</li> <li>The school is also supported by health professionals where appropriate, these include the school nurse, Speech and Language Therapists and Child and Adolescent Mental Health Service and Occupational Therapy.</li> </ul>
7	<b>What training have the staff supporting children and young people with SEND had or will have in the future?</b>	<ul style="list-style-type: none"> <li>Our Special Needs Co-ordinator (SENCo) has successfully completed the mandatory National SENCo Award and is a qualified teacher. All staff are offered regular training opportunities.</li> <li>Training is targeted relevant to the role of staff members.</li> </ul>	<ul style="list-style-type: none"> <li>The SENCO has completed a Post-Graduate Certificate in Working with Children and Young People with Autism Spectrum Disorders at Kingston University. The SENCO has also achieved the National SENCO award.</li> <li>The SENCO and other members of staff are trained in delivering the Rainbows programme which support children who have been bereaved, suffering a loss or the breakdown of their family.</li> <li>The Inclusion TA has had specific training in:</li> </ul>

			<ul style="list-style-type: none"> <li>○ the Fischer Family Trust Intervention,</li> <li>○ Positive Touch</li> <li>○ Introduction to Dyslexia and the Dyslexia friendly classroom by the Helen Arkell Centre.</li> <li>○ Talk Boost language intervention.</li> <li>○ ELSA – Emotional Literacy Support Assistant.</li> </ul> <ul style="list-style-type: none"> <li>● Teaching assistants in classes with pupils with hearing or vision impairments have received specific training from Physical and Sensory Support.</li> <li>● Where a speech therapist is working with a child, they regularly provide training and support for the support staff working with that specific child.</li> <li>● The Behaviour Support TA has had training in: <ul style="list-style-type: none"> <li>○ Lego Therapy</li> <li>○ ODD and PDA</li> </ul> </li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>● Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>● Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</li> <li>● Risk assessments are carried out before all educational visits.</li> </ul>	<ul style="list-style-type: none"> <li>● Before residential trips, the teachers and Inclusion Leader meet with parents of children with specific needs to ensure their needs can be fully met. Adaptations are made as necessary e.g. only staying one night, pre-visits to the centre, being in a group with a familiar adult.</li> </ul>
9	<b>How accessible is the school</b>	<ul style="list-style-type: none"> <li>● Our Accessibility Plan is robust and we continually remind staff</li> </ul>	<ul style="list-style-type: none"> <li>● Accessibility Plan is reviewed regularly with Governors.</li> </ul>

	<b>environment?</b>	and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Access requirements are made as necessary.	
<b>10</b>	<b>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Reception teachers carry out home visits before pupils first start at school. Children starting school in September have 3 visits to school in the summer term.</li> <li>• Children who start mid-stream are invited to have a pre-visit to meet their new teacher/class. They are then given a buddy to support them in their first few weeks.</li> <li>• When children are transferring to a new setting, the school liaise with their new school. This has included staff from the new school meeting the child at St Dunstan's, staff members from the two schools meeting to discuss the child, information sharing, organising additional visits to the new school.</li> <li>• Records are shared with new schools.</li> <li>• Introduction to St Dunstan's books are made with photos for those learners that need additional support.</li> </ul>
<b>11</b>	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Budgets are closely monitored and aligned to the school improvement plan of the school.</li> <li>• We use the funding for staffing and resources to meet the needs of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• At the termly progress meetings with the Head teacher, teachers raise concerns/needs that cannot be met through wave 1 alone. Following this meeting, the Inclusion Leader then decides on the next term's interventions and allocation of the Inclusion staff members.</li> </ul>
<b>12</b>	<b>How is the decision</b>	<ul style="list-style-type: none"> <li>• Quality First inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions are made and</li> </ul>

	<b>made about what type and how much support my child will receive?</b>	<p>Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.</p> <ul style="list-style-type: none"> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention.</li> <li>• The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</li> </ul>	<p>discussed at termly progress meetings. These needs are then prioritised by the Inclusion Leader and every endeavour is made to ensure that the children receive the support they need.</p> <ul style="list-style-type: none"> <li>• Decisions regarding in class support and intervention are then explained to parents by the class teacher or Inclusion Leader.</li> <li>• Class teachers also plan for any additional in class support that children with specific needs may require. This is reviewed and planned termly.</li> </ul>
<b>13</b>	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations.</li> <li>• We operate an open door policy. We take every opportunity to strengthen this dialogue.</li> <li>• Parents are invited to contribute through a number of different means.</li> <li>• Our Governing Body includes Parent Governors/representatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are regularly invited to volunteer to help in school; this could be in the library, listening to readers, helping on school trips or with cooking etc.</li> <li>• Parents can contact class teachers via the office at any time.</li> <li>• The SENCo and Inclusion Leader can be contacted directly by email.</li> <li>• Senior Leaders can be contacted directly via email.</li> <li>• The Friends of St Dunstan's also provides vast opportunities to support the school and each class has a parent rep.</li> </ul>

<b>14</b>	<b>Who can I contact for further information?</b>	<p>In the first instance, parents are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo who can be contacted via the school office or email: <a href="mailto:senco@stdunstans.surrey.sch.uk">senco@stdunstans.surrey.sch.uk</a></p> <p>You may also find the following useful:</p> <ul style="list-style-type: none"> <li>• Surrey SEND Information, Advice and Support Service <a href="http://www.sendadvice.surrey.org.uk/">http://www.sendadvice.surrey.org.uk/</a> 01737 737300</li> <li>• Surrey Local Offer website</li> </ul>
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