



What kinds of SEND are provided for at Dee Point Primary?

Dee Point Primary is a fully inclusive mainstream school that also offers a Resource Provision that supports children with Complex and Moderate Learning Difficulties. We want to ensure that all pupils achieve their potential regardless of their background, gender, physical or emotional need. We are a 'vibrant, ambitious community, enriching children's lives laying the foundations for lifelong learning.'

What is the Live Well Website?

Live Well Cheshire West is a website which has replaced the Local Offer. It will help you find local services, support, activities and events for residents in Cheshire West including children who have special educational needs and disabilities (SEND), young people, families and adults. <https://livewell.cheshirewestandchester.gov.uk/>

The site is run jointly by Cheshire West and Chester Council and local NHS partners as part of the Cheshire West Integrated Care Partnership.

What is a special educational need? (4 main categories)

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education and set out in the 2014 SEND code of practice:

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

If a pupil has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as support which is additional to the Quality First Teaching or different from that which is available to all students.



How do we identify children and young people with SEND and how do we assess their needs?

At Dee Point we recognise that children make progress at different rates and have different starting points. Therefore, we continuously monitor and assess all children and their levels of attainment adjusting the teaching for where the children are at. Special educational needs are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and ability to access the curriculum and school life in general. The progress of all pupils is tracked and those not making expected progress are quickly identified by teachers and senior leaders. Actions are taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs. If the targeted support does not have the desired outcome, following consultation between the teacher, SENCo and parents, it may be agreed that the pupil is placed on the Special Educational Needs Register. Identification of some special educational needs is made by other professionals, with school and parents providing the data and information. This includes pupils on the autistic spectrum, those with dyslexia, dyspraxia and ADHD. If the identified condition impacts significantly on the pupil's ability to access teaching and learning, then the pupil will be placed on the Special Educational Needs register.

Who do I speak to if I have concerns about my child's learning?

At Dee Point Primary we have continuous conversations with parents about their children. We have an 'open door' policy and are always available to talk to. If parents have concerns about their child, they should see the class teacher in the first instance. We ensure that parents are able to contribute to their child's learning and review this frequently. Annual reviews for children with Education and Health Care Plans (EHCP) and/or additional funding ensure parents' views are sought. Parents' evenings in Autumn and Spring terms and reports in Summer term also maintain close links with parents. We keep in regular contact with parents that we do not see as often through the home school diary and via telephone or email.

Who is the SENCO?

The school has two SENCO leads:
Hannah Seddon and Kimberly Carpenter

Responsible for:- Developing and reviewing the school's SEND policy in line with the 2014 SEND code of practice.



- Co-ordinating and monitoring all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are kept informed about the support your child is getting as well as being involved in reviewing how your child is progressing and planning the next steps.
- Liaising with all the other professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

What is an Education and Health Care plan (EHC)?

- An EHC plan is the document required by the 2014 SEND code of practice which replaces Statements of SEND and Learning Difficulties Assessments for children and young people with special educational needs.
- An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.

How is teaching adapted for children with SEND?

Teachers plan exciting lessons and tailor this for the specific needs in their class ensuring that your child is able to access the learning at their level making them as independent as possible.

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built upon what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All classrooms have an additional adult to support the children during literacy and maths. The class teacher will direct this adult to ensure the tailored plans are



implemented effectively. If appropriate, specific resources and strategies will be used to support these children either in small groups or individually.

These identified children are tracked and monitored closely by senior management to make sure the best provision is in place for them. The SENCO's monitor the start and end data for the small groups and individuals and discuss the progress throughout the programme to make certain the right provision is in place within pupil progress meetings.

The link SEND Governor regularly meets with the SENCO's and asks for a SEND report termly to take back to the Governing body, to ensure that we are providing effective and precise intervention.

Do any of the staff have specialist training?

We are committed to providing a wide range of support for all members of staff. Our interventions undergo a rigorous monitoring program so we can make sure the right provision is in place and the most effective teaching is occurring. We send members of staff to specific training courses who then come back and disseminate this to others. A series of in-house training happens so there is access to high quality support.

Many members of staff are trained in Makaton (A form of basic sign language). This starts in the foundation stage and continues where appropriate across the school.

Some members of staff are ELKLAN trained and these deliver and support Speech and language interventions. Other staff who have received training on stammers, Autism, ELSA (Emotional literacy support assistant) and Drawing and Talking.

What interventions are offered at this school?

- As a school we offer a variety of interventions that cover the main areas of the curriculum.
- We offer many different types of Literacy intervention including;
IDL - The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to



increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution.

- For Maths we run IDL maths - this is a maths software resource that helps to improve ability for low-attaining learners in mathematics and supports us to secure progress and boost confidence.
- We also provide many nurture interventions including drawing and talking, seasons for growth, social skills and dealing with conflict, specific art time, sessions with our art therapist and our therapy dogs as well as many others.

As a parent you will be informed and asked for your permission before your child is given any extra support/interventions outside the classroom.

How does this school measure progress and how often?

- Your child's progress will be continually monitored by his/her class teacher.
- Termly Pupil Progress meetings where your child will be reviewed formally with the Senior Leadership Team and SENCO in reading, writing and maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standardised Assessment Tests. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, if your child is on the SEND register they will have a Pupil Passport which breaks the learning down into smaller pieces. Some children's progress is tracked by a method called PIVATS. Targets will be set using PIVAT levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.
- The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book/planning monitoring and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- All teachers are responsible for the teaching of children with SEND. They will seek advice and support from the SENCO when needed throughout the year.

What do I do if I disagree with the school?



If you are not happy with anything the school does when dealing with your child, you should first talk to your child's class teacher or the SENCo. You may also talk to the Head teacher. You may find it helpful to write down your worries before a meeting. Our school can provide the names of local voluntary organisations and parents' groups that might be able to help. The school will have a policy on how it handles complaints. You can find further information about school complaints on the Council's website if you are still not happy after going through the school's complaints procedures.

<https://www.cheshirewestandchester.gov.uk/residents/contact-us/complaints-and-feedback/complaints-about-schools.aspx>

Who are the other people delivering services to the children in this school?

At Dee Point, we have a good relationship and work closely with a wide range of outside agencies. Currently we are working with:-

- School Health (Paediatrician)
- School Health (Nurse)
- School SEND consultant
- Speech and Language Team
- Educational Psychology Service
- Occupational Therapists and Physiotherapists
- Autism Team
- Sensory Team
- Child and Adult Mental Health Service (CAMHS)
- Outreach Team
- Access Team
- The Early Years Specialist Support team (prior to transition)

How does this school support the families of children with SEND?

- Class teachers are available to talk to you about your concerns for your child. The SENCO is also available for further discussions.
- You will be informed and asked for your permission before your child undertakes any interventions.
- A Pupil Passport will be written for your child and sent home for you to view.
- We can give you information about support services available to those with children with SEND.



How does the Resource Provision work?

At Dee Point we feel it is important to provide the best learning environment for our pupils and in order to achieve this we have Atlas and Pandora (Resource Provisions that supports children with Complex and Moderate Learning Difficulties.) The Resource Provision operates across two classrooms. The two different classes are grouped depending upon the individual needs of the children and the outcomes in the child's EHCP. Each class is taught by one teacher and a team of teaching assistants. The curriculums in each room are designed to excite and engage pupils at an accessible level.

Children learn at their own pace with an individualised personal curriculum with a high number of staff. Children are taught using a holistic approach; this might include use of sensory and kinaesthetic experiences.

Fundamentally, lessons will be planned based on the children's needs. A broad and balanced curriculum will be delivered whilst tailoring learning to suit the needs of the children. There is a strong emphasis on life skills and practical learning. Learning is as real life as possible and we try to take the children out into the local and wider community when we can ensure it is as meaningful to the children.

Literacy underpins the school curriculum and by developing children's' abilities to speak, sign, listen, read and write will help them to use language to learn and communicate. Helping children to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

At Dee Point Primary we will;

- all teach literacy, no matter the lesson;
- recognise that language is central to students' sense of identity, belonging and growth;
- develop children's confidence and self-expression;

How will my child be included in activities outside the classroom including school trips?



At Dee Point all the children from Reception upwards have the opportunity to attend a yearly residential. As a staff we listen to any concerns from parents and try to accommodate all requests as you know your children the best.

On top of this all years groups go on at least one educational visit throughout the year. All staff will plan these trips very carefully depending on the needs of the class and will carry out a detailed risk assessment before going on the trip. Parents will be informed about activity or trip either by letter or meeting and there is always opportunity to discuss these in more detail with the class teacher.

Dee Point offers a number of after school clubs and extra-curricular activities. There is a wide variety to ensure that every child can participate in at least 1 club if they would like to.

How accessible is this school for children with SEND?

Our new school is fully compliant with the disability act and is able to cater for wheelchairs, with accessible entrances, wide corridors with double doors, a lift and 4 disabled toilets with changing facilities and a hoist. As we have recently moved into a new school building the Accessibility Policy is being updated to reflect the changes.

- Makaton is used in the foundation stage during literacy and in the Resource Provision across all areas of the curriculum.
- We are an emotionally literate school where everyone promotes the emotional wellbeing of all the children. We also have 2 Learning Mentors and a family support worker who provide specialist support.
- Extra-curricular activities are accessible to all children (e.g. gardening club, knitting club, sports club, art club to name a few)
- We liaise closely with health professionals to ensure we have the right equipment in school to support all children.

How does this school support the emotional wellbeing of pupils?

Dee Point prides itself on being a fully inclusive school and catering for all needs of the children. We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including social, emotional and mental health difficulties, anxiety, and this can hinder communication. In school there is a family support worker who works closely with families and children to support and increase their wellbeing, as well as 2 learning mentors who run



nurture sessions for pupils to overcome many barriers to learning. We have three ELSA (Emotional Literacy Support Assistants) trained members of staff who take groups to build confidence, support children to regulate and manage emotions and extend social skills. These members of staff meet regularly with the SENCo and Deputy Head as the Pastoral Team to ensure all children and families in school are getting the best support they can. All staff strive to help the children feel safe, secure and increase their self-esteem.

How will this school support transition into a new class or a new school?

We would always encourage children and families to visit the school before applying for a place in order to see if this is the right place for your family. We recognise that transitions can be even more difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The teacher and SENCO will visit the children in their settings when appropriate.
- We will contact the school to ask for all records to be sent to us and for any special information to support your child.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Pupil passports and any extra equipment or support will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- Before the decision has been made as to which high school your child will attend the SENCO will meet with the parents and SEND Team for Cheshire West and



Chester during a transition meeting to discuss the best high school. This happens at the Year 5 annual review.

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.