



Ham Dingle Primary School

The best in everyone™

Part of United Learning

Ham Dingle Primary - Local Offer

This document is designed to set out clearly how this school meets children and young people's special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.

Ham Dingle Primary School aims to provide a happy, stimulating and secure environment which will enhance its children's desire to learn and help them to find satisfaction and achievement in their work through the development of skills, concepts and knowledge. To this end we aim:

To be aware of factors which may indicate a child has special or additional educational needs, as soon as possible thus avoiding periods of failure or frustration.

To ensure that our pupils are given appropriate support, and are fully integrated into all school activities.

To involve parents in developing a partnership of support enabling them to have full confidence in the strategies adopted by the school.

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Author: Catherine Feane

Children who have SEND are seen as those for whom, at any time in their school careers, either on a permanent or temporary basis, certain adaptation has to be made in order for them to be taught to the extent of their potential. These adaptations may relate to pace, classroom organisation, support or the curriculum content normally delivered and relate to academic, physical, sensory, social and emotional concerns. The continuation of needs will be met by a continuum of provision within our school.

We strive to create a sense of community for all our pupils and have an inclusive ethos with high expectations and suitable targets enabling access to a broad and balanced curriculum.

Universal Offer

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties;
- The school welcomes you and your child and take the time to discuss your child's needs before they start school;
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning;

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- The school should be able to tell you about the programmes which they are able to offer in addition to what is available day to day in the classroom if children need a boost to their skills. This will include reading, writing, maths and behaviour programmes to support children's learning. Some schools set this out in a provision map. See page 5.
- The teachers who teach your child are able to accurately assess the level at which he/she is learning from Foundation Stage and P/S levels (P and S levels help to measure progress for children who are working below the National Curriculum) to National Curriculum at primary;
- The teachers who teach your child are able to plan tasks for children at different stages of learning in the same class. Your child will be given work to do at a level where they will be able to complete the task independently, or with a little support, using scaffolded learning;
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning;
- The school will keep you informed about how your child is progressing at least termly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person, you should always know how well you are doing and what you need to work on to improve further;
- The school will put in place a range of short term, small group or individual interventions that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful;
- These interventions are sometimes at a level called Wave 2. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make;

- School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour;
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning-this level is called Wave 3. The school's Special Educational Needs Coordinator SENCo may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Ham Dingle Whole School Provision Map			
	Wave 1	Wave 2 (Catch Up)	Wave 3 (Targeted support)
Cognition and Learning	<ul style="list-style-type: none"> Increased visual aids Visual timetable Communication in Print RWI Sets Kagan Access to high quality texts Visualiser Flexible methods of recording Use of a Chromebook Coloured overlays 	<ul style="list-style-type: none"> Year 2 Booster group Year 6 Booster group Phonics Booster group Group support in class in Reading Group support in class in Writing Group support in class in Maths SEND Continuum Learning Behaviours Group Working Memory group Colourful Semantics Pre-teaching vocabulary Handwriting group Touch Typing LSS targets Sp and L targets 	<ul style="list-style-type: none"> 1:1 Withdrawal 1:1 in class support WELLCOMM Bespoke intervention in Maths Bespoke Intervention in Reading Bespoke Intervention in Writing RWI Tutoring 1:1 1:1 Reading and tracking with MDR Numicon Working Memory SEND Continuum Support from EP Precision Teach AOT support Workstation Now and Next board Individual timetable

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Communication and Interaction	<ul style="list-style-type: none"> • Flexible teaching arrangements • Increased Visual Aids • Visual Timetables • Communication in Print • Kagan • Modelling of language and activity • Vocabulary teaching • Key vocabulary displayed • Processing time • Language simplified • Repeated instructions • Kagan 	<ul style="list-style-type: none"> • Group support in class in Reading • Group support in class in Writing • Group support in class in Maths • WELLCOMM • Colourful Semantics • Talking Tins • Pre-teaching vocabulary • Kagan • Widget 	<ul style="list-style-type: none"> • Pre-teaching vocabulary • Bucket time • Now and Next boards • TEACCH strategies • Workstation • EP support • Social stories • 1:1 Withdrawal • 1:1 in class support • Makaton • PECs • Colourful Semantics • WELLCOMM • Speech and Language Intervention (SALT) • Kagan
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Whole school and class reward systems • Whole school and class rules • Whole school policy for behaviour • Conscious Discipline – Brain States • Safe spaces • Conscious Discipline • Mindfulness • Mental Health Sessions • Class Family Time • Flexible Teaching arrangements 	<ul style="list-style-type: none"> • Socially Speaking • Playtime support • Lego therapy • Visual prompts • Emotions measures (EP support) • Stress/Fiddle toys 	<ul style="list-style-type: none"> • Play time support 1:1 (outside) • Social and Emotional Support (1:1) • Play Therapy • ASD Outreach support • Sycamore support • EP support • Social stories • Individual reward charts • Behaviour plan • Praise and reward (SLT) • Individual timetable

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Sensory, Medical & Physical	<ul style="list-style-type: none"> • Teacher awareness and use of resources • Range of pencils and pens • Pencil grips/scissors • Appropriate furniture in the classroom • Appropriate seating in the classroom e.g. position, wobble cushion • VAK approaches • Medical Plans • Disabled toilet 	<ul style="list-style-type: none"> • Funky Fingers • Get Moving • Sensory Toys e.g. Fiddle toys, lights, chewy • Theraputty • Stretch bands • Ear defenders 	<ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy • PIMIS (physical, visual and sensory support service) • Personalised resources e.g. weighted lap mat, foot stool, cutlery • Enlarged text • Writing slope • Inflatable cushion • Sensory tent and lights • Sensory diets • Personalised visual timetable • Clothing • Task assessment • Intimate care plan.
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Additional SEND Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for an EHC Plan. What you could expect to see in school is set out below.

- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place;

- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school will be able to tell you what interventions they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child;
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language , moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs;
- The school may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.
- School will put in place interventions which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. You should be told how long the intervention will last and what progress is expected;
- Your child may have some support in class for some lessons if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place;
- If your child has made progress, then school will discuss with you:
 - whether there needs to be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - Or, that such good progress has been made that support is no longer needed.

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- If your child has not made progress, the school should consult with outside agencies to seek further advice on strategies and interventions;
- If the outside agency makes an assessment this information will be shared with you so you know how the intervention and support will change; how you can help and when there will be a review of the new provision;
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the interventions used and meet with you as a parent and should offer you a meeting at least once a term;
- If you are not happy about your child's progress, ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision;
- If you wish to complain about the school's response to meeting your child's needs, you must first raise your issue with the Head Teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied, then register a complaint with United Learning. Dudley SENDIASS is also there to help and your school will have the contact details.

Education and Health Care Plan for SEND

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHC Plan of SEND. This request can be made to the Local Authority by the school or from you as a parent. This request is completed by school and you will be invited to a meeting to discuss needs and complete parent sections of the initial request. If the LA agrees to begin the process; an EHC Plan takes 20 weeks to complete. Your child will continue to be supported from the school's SEND resource while the EHC Plan is completed;
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have

degenerative conditions or who have a later diagnosis who will still require a EHC Plan due to the complexity of their need;

- The EHC Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised;
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child;
- Your child will also have access to all the provision detailed on the school's provision map.
- Many children who need an EHC Plan will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHC Plan is developed;
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHC Plan;
- If your child is not making expected progress, then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.