

Ham Dingle Primary School



The School Information Report

- This was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This provides parents/carers with information about how to access services in their area, and what they can expect from those services. More information about Dudley LA offer can be found on the following link: <https://www.dudley.gov.uk/residents/dudleys-local-offer/#:~:text=Dudley's%20Local%20Offer%20is%20a,their%20parents%2C%20carers%20and%20families>.

- With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. There are a set of frequently asked questions regarding this and below are Ham Dingle Primary School's current responses to these questions.

At Ham Dingle Primary School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.

How does Ham Dingle Primary School know if children need extra help?

We know when pupils need help if:

- ☐ concerns are raised by parents/carers, teachers, or the pupil's previous school
- ☐ there is lack of progress
- ☐ there is a change in the pupil's behaviour
- ☐ a pupil asks for help

What should I do if I think my child may have special educational needs?

- ☐ If you have concerns then contact your child's teacher or Mrs Feane the SENCO and Assistant Head.

How will I know how Ham Dingle Primary School supports my child?

- ☐ Each pupil will have a plan showing the additional help they are receiving which is monitored by their teacher and by the SENCO. This help may take the form of additional support with in the classroom, support from a Teaching Assistant or support from an outside agency (e.g., Speech and Language Therapy). The length of time of the support will vary according to need but will generally be for half a term. This will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a provision map. If you have any queries related to the support please do not hesitate to contact the class teacher or Mrs Feane.
- ☐ Pupil Progress Meetings are held three times a year. This is a meeting where the class teacher meets with the Headteacher and SENCO to discuss the progress of all the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ☐ Occasionally a pupil may need more expert support from an outside agency such as Speech & Language Therapy or Learning Support. Referral forms are then completed in conjunction

with parents/carers. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

How will the curriculum be matched to my child's needs?

- ☐ Teachers plan from children's starting points, scaffolding work to closely match their ability and learning needs. When a pupil has been identified with additional needs their work will have further scaffolding and be resourced by the class teacher to remove barriers to learning, enabling them to access the curriculum more easily or at a higher level. Support and advice will be provided by the SENCo.
- ☐ Additional support may be provided by the classteacher through further in class support or extra curriculum interventions (e.g. WELLCOMM) or a Teaching Assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ☐ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- ☐ You will be able to discuss your child's progress at Parents Evenings.
- ☐ Class teachers are regularly at the class room door at the end of the day if you wish to raise a concern or can be contacted via Class Dojo. Appointments can be made at any time to speak in more detail to the class teacher or SENCO at the school office.

How will you help me to support my child's learning?

- ☐ Teachers suggest ways of supporting all children's learning through the Homework Sways or via Class Dojo curriculum information and workshops on the website. The class teacher may suggest additional ways of supporting your child's learning at parent's evenings or by arranging a meeting with you.
- ☐ Mrs Feane (SENCO and Assistant Head) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at a Pupil Progress Meeting.
- ☐ Outside agencies may suggest advice or programmes of study that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- ☐ Members of staff such as the class teacher, Teaching Assistant, Menta Health Lead and SENCO are readily available for pupils who wish to discuss issues and concerns.
- ☐ Pupils who find lunchtimes a struggle are able to receive support from all our staff. Where necessary a quiet eating area or other supervised activities are provided.
- ☐ The school also refer children to outside agencies where this is needed.

Pupils with medical needs

- ☐ If a pupil has a medical need then a detailed Care Plan is compiled by the School Health Advisor in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ☐ Additional training is provided by the school nurse to staff regarding medical conditions e.g. asthma, allergy, epilepsy training to administer medication in an emergency.
- ☐ Where necessary and in agreement with parents/carers medicines are administered in school on completion of a medication form.

What specialist services and expertise are available at or accessed by

the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- Behaviour Support Service (Sycamore Outreach)
- CAMHS (Child & Adolescent Mental Health Service)
- PIMIS (Physical impairment & Medical Inclusion) to support pupils with physical and sensory disabilities
- Children's Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Women's Aid
- Dudley Learning Support Service

Many of these agencies are Traded Services for which the school pays from the Delegated Budget.

What training are the staff supporting children with SEND had or are having?

All staff have received training related to SEND.

These have included sessions on:

- ☐ Dyslexia friendly schools
- ☐ How to support pupils in class with neurodiverse conditions e.g. ASD/ADHD
- ☐ How to support pupils with SEMH concerns
- ☐ How to support pupils with language difficulties (EAL)
- ☐ The school accesses outreach support from the Local Authority behaviour specialists
- ☐ The school also has Teaching Assistants who have received training enabling them to deliver more specialised support such as interventions like Manual Handling, Get Moving, WELLCOMM etc.

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

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ Individual risk assessments are completed for children with additional needs

How accessible is the school environment?

As a school we are happy to discuss individual access requirements and we have an Accessibility Plan.

Facilities we have at present include:

- ☐ ramps into school to make the site accessible to all.
- ☐ toilets adapted for disabled users.
- ☐ Double doors in some parts of the building.
- ☐ allocated parking for Blue Badge holders

How will the school prepare and support my child when joining Ham Dingle Primary School or transferring to a new school?

Admission and Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the Special Educational Needs and Disability Discrimination Act 2005 and The Equality Act 2010.

The school follows the current admissions criteria as laid down in the LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Ham Dingle Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

☐ On entry:-

- A planned programme of visits in the summer term for pupils starting in September including visits by our EYFS to all the Pre-School settings attended.
- Parent/carers are invited to a Foundation Stage Induction meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Class teachers and Teaching Assistants arrange a visit in September, prior to children starting, with an opportunity for children to visit the school with their parent/carer.
- Children start half days only and are introduced to lunchtimes before staying full time.
- Transition meeting for parents/carers delivered by SLT member.
- Information sharing sessions between all class teachers to new teacher.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class
- Visit to new classes – Moving Day.
- Secondary transition.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCO liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Children attend transition days at to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them
- SEN children have the opportunity to attend further transition days.

☐ Mid-year transition

- We give all children a tour of the school with their parent/carer.
- We introduce children to their new teacher and show them where they will put their coats, line up etc.
- The Office Staff will complete an information form with basic details and contact numbers and information on purchasing school uniform will be provided.
- A start date will be agreed.

- The previous school will be contacted for the child's records. Where there are concerns the SENCo will be contacted by phone.

How are the school's resources allocated and matched to children's special educational needs?

- ☐ A nominal SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- ☐ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ☐ Further support or resources may be allocated to your child following assessments by school staff or outside agencies.
- ☐ Funding may be used to buy in specialist support or equipment.

How is the decision made about how much support my child will receive?

- ☐ The Executive Head, Headteacher, SENCO and the class teacher will agree the level of support needed. This may take the form of additional, individual or small group support in class or in other focus groups tailored to the pupils needs.
- ☐ During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- ☐ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.
This may be through:

- ☐ discussions with the class teacher and/or SENCO Mrs Feane
- ☐ attendance at parent's evenings and curriculum workshops

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ☐ Your child's class teacher
- ☐ The Phase Leader responsible for your child's phase
- Reception and KS1 - Mrs Matthews (EYFS/KS1 Lead and Assistant Head)
- Years 3 and 4 – Miss White
- Years 5 and 6 – Mrs Parkes
- ☐ Mrs Feane (SENCO and Assistant Head)
- ☐ Mr Tilly (Headteacher)
- ☐ Miss Green (Executive Head)

Appointments can be made with any of these people through the school Office.
Tel: 01384 818965 or via email info@hamdingleprimary.co.uk

We hope this answers any queries you may have but do not hesitate to contact the school if you have further questions.