

DOWNTON C. OF E. PRIMARY SCHOOL



2023-24

SEN Information Report



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Growing together in love

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Welcome

Downton C of E Primary is a mainstream school where the child is at the heart of every decision. We offer a calm but purposeful learning environment where our team are determined to ensure that all of our children get the best possible start in life, including those with Special Educational Needs and/or disabilities (SEN).

We believe that all children have the capability to thrive, grow and succeed and have high aspirations to ensure improvement of outcomes; our school mantra of 'Dream, Believe, Achieve' shines through. With close links to both St Laurence's Church and the Baptist Church, our Christian ethos underpins the warm atmosphere that it is clearly evident.

What is the purpose of this report?

The purpose of this report is to give parents, carers and children a clear understanding of the support available to them, as well as the processes that the school uses to identify and assess children with special educational needs.

Other documents that may be useful:

- SEND policy
- Accessibility Report
- Inclusion policy

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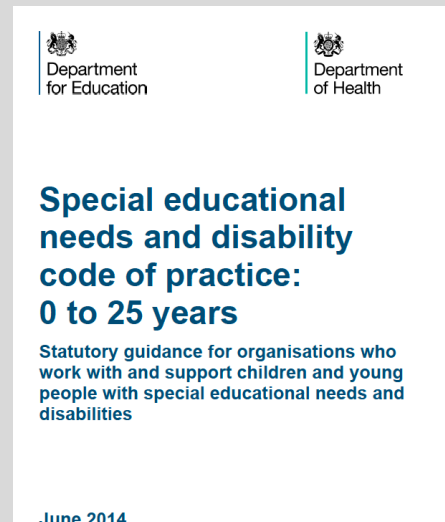


Where does the guidance from schools for SEND come from?

In 2014, the government published the SEN Code of Practice. This is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It is a set of guidelines that the DfE (Department for Education) say local authorities and schools must follow.

The Code of Practice states that schools should:

- Enable pupils to achieve their best
- Become confident individuals



What does SEN mean?

According to The Code of Practice, a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age;
- or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision* is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

***Provision: What a school provides for its pupils to support a child's learning and progress in school – the teaching, resources, use of the curriculum, support, Enrichment activities and resources.**

What is The Local Offer?

The Wiltshire Local Offer is a website that provides information about support and services available to children and young people with special educational needs and disabilities (SEND) in the Wiltshire area of England. The website is designed to be a one-stop-shop for families, young people, and professionals looking for information about local services and support.

Our school's SEN information report is provided as part of Wiltshire's Local Offer.

Further details of the Local Offer from Wiltshire County Council can be found at

<https://www.wiltshire.gov.uk/local-offer>

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What are the four areas of need?

There are four broad areas of need stated in The Code of Practice.



Cognition and Learning (C&L)

Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in one area while others may need support in many areas of the curriculum. Learning difficulties such as dyslexia, dyscalculia and dyspraxia would come under this area of need.



Sensory and/or Physical (SPN):

Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing and vision impairment are examples of this. Children may require additional support and equipment.



Communication and Interaction (CI)

Children with speech, language and communication needs have difficulty communicating with others and sometimes find the 'social rules' of communication challenging to understand. A child's profile may change over time- they may have difficulty with one, some or all aspects of SLC (speech, language and communication) at different times of their lives.

Children with Autism or Asperger's may have difficulty with communication and relating to others.

Social, Emotional and Mental Health (SEMH):



Children may experience a range of social and emotional difficulties which manifest themselves in many ways including: withdrawing, unexpected behaviours, anxiety or becoming isolated from their peers. Diagnosis such as ADHD (Attention Deficit Hyperactivity Disorder), ADD (Attention Deficit Disorder) or ASD (Autistic Spectrum Disorder) are considered part of SEMH.

Some children may fit into multiple areas of need and may have a primary area of need and a secondary area of need.

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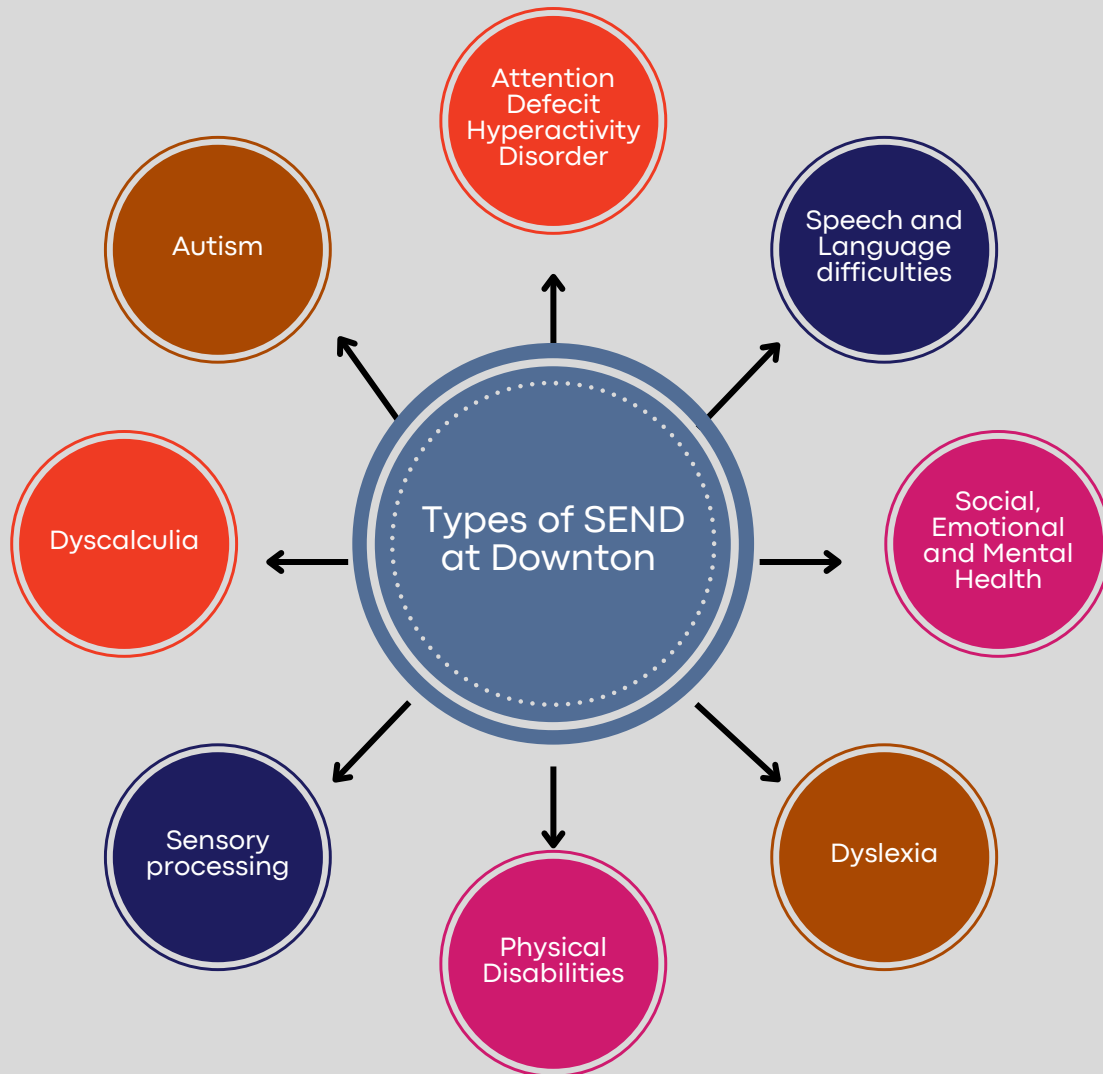
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What kinds of SEND are provided for at Downton Primary School?

At Downton Primary School, we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.

All children are valued, and their self-esteem promoted, therefore, raising the aspirations and expectations for all pupils with Special Educational Needs and/or disabilities (SEND). Our school provides a focus on outcomes, independence and pupil-centred learning for children and young people. A link to our inclusion policy can be found [here](#).



We view every child individually; even with the same diagnosis as another child, the strategies and provision put in place will be tailored to their individual needs. When a pupil is identified as having a SEND, the key question is not, 'What is most effective for pupils with dyslexia?'

The key question becomes:

'What does this individual pupil need in order to thrive?'

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Who is responsible for SEN at Downton Primary School?

Every school is
a school for
children with
SEN.

Every leader is
a school for
leader with
SEN.

Every teacher is
a school for
teacher with
SEN.

Every governor
is a school for
governor with
SEN.

Every member of staff at our school is responsible for pupils with SEND. Class teachers are responsible for delivery of inclusive teaching, using high quality teaching strategies to meet the needs of all children, as well as working alongside parents and children themselves, to set aspirational targets to ensure progress.

School is responsible for identifying needs - not labelling or diagnosing them.

Should you have a concern or wish to speak to a member of staff about your child's progress, the class teacher is always the first contact as they work with your child on a day-to-day basis.

Who and what is a Special Educational Needs Coordinator?

Miss Hannah Mansell became the school SENCo (Special Educational Needs Coordinator) in January 2023. Miss Mansell is part of the Senior Leadership Team at Downton. She has ten years of teaching experience, specialising in upper Key Stage Two, as well as experience of teaching in a Resource Base.

During her teaching practice, she completed a Middle Leadership Programme through Pickwick Academy Trust and provided outreach support to other schools as part of this project. She has also provided training to PGCE (Post Graduate Certificate in Education) students at The University of Southampton.

She is currently undertaking the NASENCO Award (National Award for SEN-Coordination) certification, studying at Masters Level. Her contact details are at the bottom of every page throughout this report.

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She is in school 3 days per week, which is usually Monday, Tuesday and Thursday although this can change week by week.

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What does a SENCo do?

The SENCo is responsible for:

- The coordination and monitoring of SEN provision; the direct delivery of provision remains the responsibility of the class teacher.
- Managing the day-to-day operation of the policy.
- Co-ordinating provision and managing the response to children's needs. Overseeing the records of children with SEND.
- Acting as link with parents and external agencies.

The SENCo cannot diagnosis a Special Educational Need - only external agencies and professionals, such as Educational Psychologists, are able to do so.

At Downton, the SENCo is a non-teaching role so if you have questions about your child's progress or attainment, please contact your child's class teacher in the first instance.

What does teaching and learning for SEN pupils look like at Downton?

All schools are expected to make reasonable adjustments for children who have special educational needs. Exactly what classroom special educational needs strategies help a child to learn will vary depending on their specific needs.

As a child grows up, their needs can change, and this can alter which SEN classroom strategies are best suited to help them. This is just one of the many reasons why communication and listening to voice of the child and their parents is such a key part of SEN support.

High quality teaching focuses on effective, inclusive teaching for every child in a classroom. This is delivered through a range of strategies which are available for all pupils.

In short, high quality teaching is an approach that highlights the need for a personalised learning experience and encourages greater inclusion of pupils with SEND needs.

The Local Offer published an OPAL (Ordinarily Available Provision for All) Document which provides expectations and guidance to help schools increase their capacity in supporting those with with additional learning needs. Please [click here](#) to view this document.

Teachers also use a Downton 'Inclusive Classroom Checklist' to reflect upon their own practice. Please [click here](#) to view this document.



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How are pupils with Special Educational Needs identified?

Children's needs are identified through a range of methods. The class teacher, Headteacher, teaching assistants and the SENCo use their professional understanding of children's development and learning, alongside parental input and discussion, relevant information from outside agencies and progress data to identify children who may need additional support to make progress.

Some of the ways of identifying need are listed here:

Some pupils are identified as having SEN/D before they start school.	There will usually be an additional transition meeting (organised by their pre-school setting) with their parents, any outside agencies involved, pre-school and school staff to ensure they start school with the support they need.
Concerns raised by the parent/ carers and children themselves.	If parents have concerns about their child, they should firstly contact the class teacher to arrange a meeting.
Class teachers monitoring of pupils' progress	This process happens on a daily basis throughout learning. Teachers use high quality teaching strategies which means they adapt their teaching to meet the needs of all children.
Pupil Progress meetings	These meetings are held termly and involve the class teachers, Head teacher, Deputy Head Teachers and the SENCo. This shared discussion may highlight any potential barriers to learning in order for further support to be discussed, planned and implemented.
Results from school assessments	We can use results from formal and informal assessments to monitor progress, unpick areas of difficulty and compare these to county and national data and statistics.
Use of the Graduated Response to SEND Support or 'GRSS'	This is a document provided by the SSENs team at Wiltshire County council that contains a 'tick list' criteria based upon the four areas of need (see page 5). It comes with a bank of strategies that teachers can implement to see if this helps the child to make progress.
Results from standardised screening assessments	We use standardised assessment to generate scores for reading, spelling, phonological awareness and basic numeracy skills. Professional observations and assessments of learning within the classroom work alongside formal data to gain an overall picture of attainment.
Information provided by external agencies and health professionals	These professionals may include but are not limited to Educational Psychologists, Speech & Language Therapists, Physiotherapy or Occupational Therapists, GPs.
A Health diagnosis	For example, from a paediatrician or from Child and Adolescent Mental Health Services (CAMHS).

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What next?

If a need has been identified, the class teacher will contact parents and carer to discuss their needs and then complete an in-school referral form that is shared with the SENCo as a means of record keeping and information sharing which includes the views of the parent; this referral also asks the teacher to reflect on their practice and share with the SENCo what provision and high quality teaching strategies have already been put in place to enable a professional discussion about further support.

After the referral form has been submitted, the class teacher, with support from the SENCo, will begin a process of evidence gathering and in-depth analysis of the child's needs; this can take some time to do as we need to ensure that this is thorough and use evidence from a range of different assessments and sources. One such document used at Downton is the Wiltshire Graduated Response to SEND Support (GRSS) document. It provides structures and guidance for SENCos and teachers to support them in identifying a child's areas of need and contains a bank of support strategies which can be quickly implemented into everyday classroom practice. This should all be shared with parents in a collaborative working practice.

Assess

[Assessment checklist](#)

Assess needs and impact for needs within:

- [Communication and interaction](#)
- [Cognition and learning](#)
 - [Lower key stage 2](#)
 - [Upper key stage 2](#)
- [Social emotional and mental health](#)
- [Sensory and physical](#)

Plan & Do

[Essential SEND Support](#)

Further SEND support for:

- [Communication and interaction](#)
- [Cognition and learning](#)
 - [Lower Key Stage 2](#)
 - [Upper Key Stage 2](#)
- [Social, emotional and mental health](#)
- [Sensory and physical](#)

Contents from Wiltshire GRSS document

Throughout this process, teachers use adaptive teaching and appropriate levels of challenge to minimise barriers to learning, making teaching inclusive and wholesome, sharing their finding with support staff to ensure the best provision is in place.

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

Firstly, please remember that we are here to support you and your child and always want the best for all children in our community. If you are concerned that your child may have special educational needs, please contact your child's class teacher to discuss your concerns. Meetings can be arranged by contacting:

admin@downton-pri.wilts.sch.uk
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Information from this meeting will be passed on to the SENCo and next steps will be agreed with the class teacher, parent and child. A further meeting with the SENCo can be arranged should parents wish this to be the case.

If necessary, advice will be sought from external agencies following discussion with you.

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What does it mean if my child is place on the SEN Register?

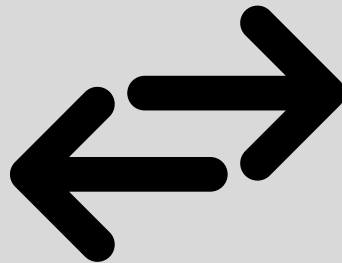
Children who need extra support when learning that is additional to or different support Downton's universal provision will be support through targeted provision which will be detailed on class provision maps.

If the desired progress is still not being made, despite targeted interventions, a child may be added on to our school's SEN register. It signifies that individuals are receiving the support and provision they need to thrive.

Children may be put on the SEN register if they have sustained difficulties in any of the following areas:

- Communication and interaction e.g. Autism Spectrum Condition
- Learning and Cognition e.g. Dyslexia or showing dyslexic tendencies
- Social, emotional and mental health e.g. Behavioural Difficulties
- Sensory or physical e.g. Hearing or Visual Impairment

Some children may be on the SEN register for just a small amount of time whereas others may stay on the SEN register for the duration of their time in education.



If a child is added to the SEN register, you will be notified via a letter for your records. This should not come as a surprise as you will have been involved in the process; we are here to support you.

If, throughout the Assess, Plan, Do, Review process, your child makes good progress and additional provision is no longer required, you will receive a letter to let you know that your child is no longer on the SEN Register. Of course, the team will continue to monitor the progress of all children whether they are on the SEN Register or not.

Parents are a key part of the process, support and provision we can provide our pupils at Downton. Children are at the heart of all we do and, as parents, your views and opinions are paramount. At all stages of this process, you should feel informed and supported - we strive for a collaborative partnership between school and parents with the child at the centre.

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What does the process look like?

At Downton, we use the Wiltshire Graduated Response which helps to ensure that learners with SEN have their needs assessed early and personalised support is put in place to enable all children and young people to reach their full potential and be included. This enables us to track and monitor the progress of pupils through an ongoing cycle of:

-> Assess -> Plan -> Do -> Review ->

START

All children access high quality teaching where assessment and monitoring ensures progress.

Child not making expected progress.

Assess

The class teacher should carry out a clear analysis of the child's needs. This may involve some guidance from the SENCo and will draw upon pupil and parents views, progress, attainment and behavioural information, if appropriate.

Progress means SEN support is no longer required.

Plan

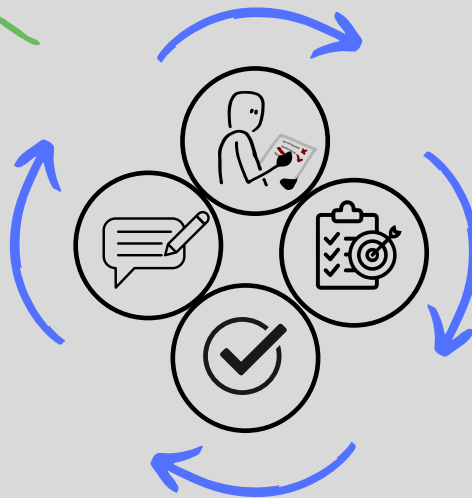
The class teacher, SENCo, pupils and parents should discuss and agree long term outcomes for the children to work towards through the use of SMART targets (Specific, Measurable, Achievable, Reasonable, Timely). These targets will be documents and evaluated on a bespoke Personalised Learning Plan (PLP). They are used as a working document to monitor progress.

Review

During the review, the impact and quality of support and interventions is discussed. Parents and pupils should be given clear information about the impact of support and intervention. Here, targets are tweaked and changed if appropriate to ensure progress and development continues. The cycle is repeated unless the child makes significant progress and no longer requires intervention.

Do

The planned support is delivered through quality-first teaching strategies (available to all pupils) and evidence-based interventions. The class teacher remains responsible for interventions and is accountable for reporting on and monitoring progress.



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How will teachers support my child day to day?

Learning is individual for everyone - teachers make adaptations and adjustments to lessons everyday to support all children within the classroom. This may look different in each lesson and each classroom but they will include strategies such as:

Pre-teaching:

teaching of certain skills, specific vocabulary and knowledge before the lesson.

Resources:

Use of 'hands-on' equipment such as counters or vocabulary mats.

Visual timetables:

Enable the child to see what's coming up next to avoid unpredictability.

Scaffolding:

chunking the information or activity with decreasing levels of support. Children may have access to an example so that they can see what the 'finished product' should look like.

Assistive technology:

alternative methods of recording may help some pupils.

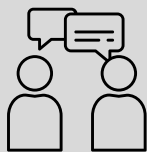
Task cards:

These explain the task in a step by step fashion.

The OPAL document and our Inclusive Classroom document (both mentioned on page 8) provides information about further strategies that are used within our practice at Downton Primary School.

How is the curriculum and school made accessible for all pupils?

Confident communicator



Active global citizen



Informed and empowered learner



Our aim is to provide a broad and creative curriculum that is relevant and helps all children to become as functionally literate, numerate, communicative and as independent as possible.

Our school promotes positive learning experiences within a caring and inclusive environment.

We aim to prepare all of our pupils for life beyond primary school and support a wide range of lifelong skills.

To find out more about curriculum intent, please [click here](#).

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How do you monitor the progress that my child is making?

After the 'Assess process', if support is required, during the 'Plan' section of the Graduated Response, teachers will set up a Personalised Learning Plan for your child which includes a 'parent voice' and a 'pupil voice' section. This plan is a way to ensure that long term outcomes are achievable through the setting of SMART (Specific, Measurable, Achievable, Realistic, Timely) short-term targets. The class teacher, in collaboration with the children and parents, use a variety of school and home-based evidence to create targets that will last between six to twelve weeks. We use the PLPs to set targets and monitor the child's progress towards them. This is the new format we are working towards embedding within our school.

The targets on the PLP should reflect the child's primary area of need - for example, if the child has a Social, Emotional or Mental Health special educational need, the targets should aim to help the child progress in this area; there may also be academic targets too.

Progress towards these targets will be monitored by the class teacher, SENCo and SLT (Senior Leadership Team). A PLP book is used to collate evidence of work towards the targets and this will be passed onto successive teachers for continuity.

My Personalised Learning Plan					
Outcome <i>Assess</i>	Cognition and Learning		Communication and Interaction	Reading	Writing
	SMART target <i>Plan</i>	Review date	Physical and/or Sensory	Maths	One Page Profile up to date?
			Action and by whom <i>Do</i>	Progress and comments <i>Review</i>	
			.		
			.		
			.		

Stars to Success <i>Hooray!</i>						
	I am able to...	☆	☆	☆	☆	☆
	I am able to...	☆	☆	☆	☆	☆
	I am able to...	☆	☆	☆	☆	☆

Parent/ Carer View	
What's working well?	What could be better?
How can we support beyond the classroom?	

Will my child be involved in the process? How will they know their targets?

The benefits to a child expressing their views are that it:

- develops a child's positive sense of self and provides an opportunity for them to develop their identity;
- provides them with ownership of targets they want to be working towards, creating motivation;
- offers the opportunity to be curious, creative and reflective;
- is supportive of independence.



Your child's voice, thoughts and feelings will be heard and targets set accordingly.

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How will my child's voice be heard?

As children are an imperative part of the target setting process, and getting to know them as an individual to tailor provision to their needs, we will also set up a One Page Profile.

We discuss with children their likes, dislikes, strengths and areas they would like to develop as well as what is important to them and what they feel helps them learn and be successful.

Targets will be developed together and shared with the children so that they have ownership over them, are aware of what they are working on and what success looks like for them.



Alternative methods may be used to gain the views of our children, particularly if they are younger or find communicating their thoughts verbally challenging. These may include:

- Drawings
- Gestures and eye-pointing when given pictures, symbols or photographs
- Child-led photographs, where children take pictures of their likes and dislikes
- Rating scales (using colours like red, amber and green) and smiley/ sad face cards
- Small world boxes where children create a miniature representation of their environment and their strengths and areas they would like to develop.



Pupil Voice Questionnaire				Teacher Audit			
Learning	Yes	Mostly Yes	No	Not Done	Done		
I know how I am doing in my learning.							
I know what my next steps for learning are.							
I can share my views on how my learning is going.							
I feel involved in planning stages of learning.							
Topics of learning reflect the interests and enjoyment of children in my class.							
I am given opportunities to feed back about a topic I'm learning.							
School Community	Yes	Mostly Yes	No	Not Done	Done		
I know the price that the school has for improvements.							
I know how to say on how these improvements can be achieved.							
I am involved in discussions around learning.							
I have regular opportunities to share my views on whole school issues.							
I have the chance to be involved in improvements to my environment.							
I have the chance to be involved in discussions around food and nutrition in school.							

My Feelings about...		My Feelings about...		My Feelings about...	
My school is...					
My learning is...					
If I'm stuck I can...					
Playtime is...					
I know what to do when I am learning					
I know how to make my learning better					

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How will my voice be heard?

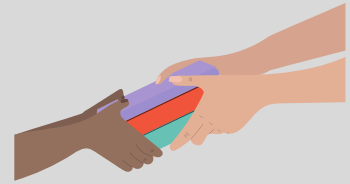
Clear and regular communication and strong parent-school relationships are essential for all pupils, particularly for those with SEN. At Downton, we aim to gain your voice and work as a partnership in ensuring the best possible education for your child. Parents are our children's first teacher and we understand the vital role they play in education.



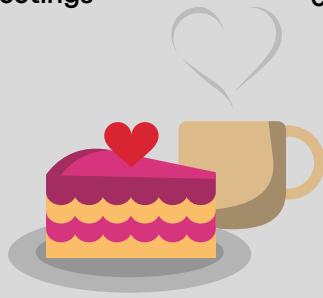
Formal and informal parent - teacher meetings



Parent - teacher phone conversations



Home - school communication book



SEN coffee mornings



Open classroom afternoons

How do I find out about my child's targets and their progress towards them?

As well as formal Parent-Teacher consultation evenings, parents of children with SEN should meet with the class teacher 3 times per year to discuss and agree upon targets. During these meetings, the class teacher will share the 'Assess, Plan, Do, Review' cycle with parents, explaining what areas the child needs support with, how they plan to help them, what this support will look like and evaluate the targets from the previous meeting.

What can I do at home to support my child?

During parent-teacher meetings, the class teacher may provide and discuss ideas and targets that parents can work on with their children at home. Other ways in which children can be supported at home include:

Reading -

One strategy that we use at school is known as 'Paired Reading'. Please find an information document here about how this is done if you wish to do this at home too.



Maths -

Involve children in 'everyday' tasks, such as cooking (weighing and measuring), shopping (money and budgeting), washing (counting and pairing socks!) so that they can see how their learning relates to the wider world.



Communication -

Please feel free to contact your child's class teacher, The Headteacher, Deputy Head Teachers or SENCo about any questions, concerns or comments you may have. Keeping lines of communication open and honest is important.

Other useful articles can be found on the 'Action for Children' website. Please click [here](#) to view them.

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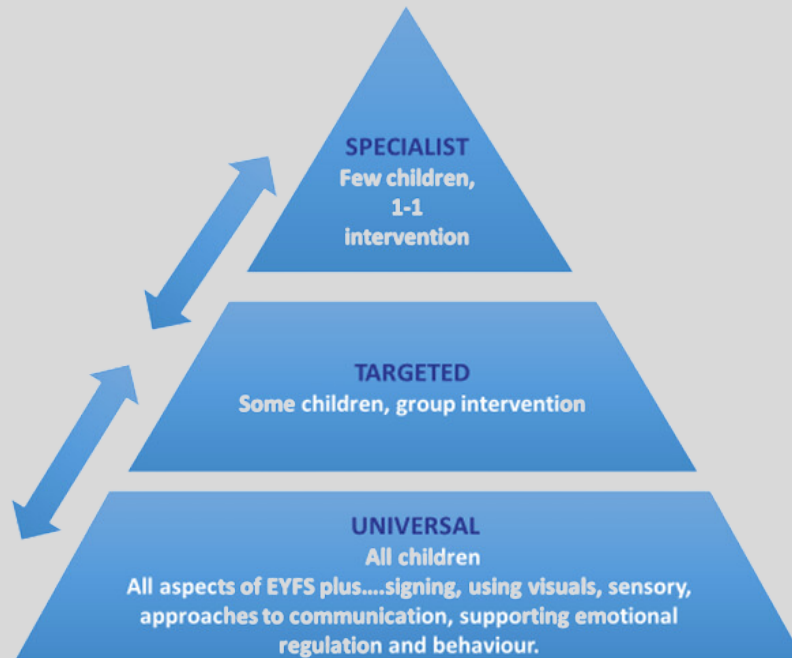


How is support offered and organised?

Each year group tracks and records any additional support or provision on a Provision Map.

This is split into 3 stages of support.

This three-tiered model provides a framework for teachers to follow in order to make their teaching more accessible and inclusive whilst reducing underachievement. The stages of support are known as 'waves' and are set out as follows:



Wave 1 - Universal

This first step is simply high quality teaching.

Wave 1 encourages teachers to thoroughly plan each lesson so that there are clear learning objectives and activities, support and teaching strategies help all pupils meet the learning outcomes.

Wave 2 - Targeted

This is aimed at children who need a boost in their attainment or progress.

To be used alongside universal provision (available to all) to provide extra support to pupils who are not quite meeting age-related expectations.

Wave 3 - Specialist

This involves specific, targeted, personalised teaching or teaching sessions (interventions) for children who continue to find it difficult to make progress.

Support may be in small groups or 1:1 and could draw on personalised actions from external professionals.

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How do you check that things are working well for children with SEN?

S.M.A.R.T targets are set for pupils on the school Provision Map and on their Personalised Learning Plans (PLPs).

S.M.A.R.T targets are those which are:

- S - Specific
- M - Measurable
- A- Achievable
- R - Realistic
- T - Timely

Each target is detailed on the provision map and at the end of each intervention or block of teaching sessions on the target, an evaluation is written relating to the progress that the child has made towards the target.

Child 1	2.3	Thursday with Jo.	3	To be able to retrieve and infer meaning accurately 8/10 times from a non-fiction text, giving justification for their thinking.	Child 1 18.03.23 – great retrieval and understanding of inference type questions explaining the full meaning of words and phrases. 25.03.23 – support inferences and deductions made. Used short exert well to infer meaning and help her to understand the character and what she had read. Child 2 18.03.23 – great retrieval and confidence shown when explaining the full meaning of certain words and phrases. 25.03.23 – read well retrieving info with ease and more confidence shown when inferring meaning. Child 3 18.03.23 – super questions and contributions. Clear explanations of full meaning of several phrases. Child 3 found it difficult to put a sentence in which suited the text. 25.03.23 – Child 3 was able to identify key areas where we can infer meaning from the text (irritating as a wasp at a picnic/a tag-along/he was right though etc.).
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PLPs also mean that personalised targets are evaluated and monitored. This is a way of tracking the impact of the intervention that the child is receiving and gives the class teacher, SENCo and SLT (Senior Leadership Team) the ability to monitor, change and adapt the provision accordingly to ensure progress is being made.

13.1.23 JO identified key info well within problems and can use bar modelling confidently (when asked) to solve problems. He explained well which calculation to use and is beginning to seek different methods/the inverse to check his calculations.
23.1.23 Jo converted between pounds and pence successfully.
28.1.23 In an assessment, Jo was able to find the mean of the cost of tickets and showed that he understands the place value of money, converting his answer from 05.5 (using bus stop method) to £5.50.
To note: Jo found it difficult to substitute and use a formula involving a cost - this is not because of his conversion between pounds and pence (as he demonstrates a good understanding of place value) but more the understanding of how to use the formula and what information to substitute for an unknown value.

Teachers will meet with parents at least 3 times per year to discuss their child's progress and to gain the parental perspective on how they feel their child is doing towards these targets too.

If your child is entitled to an Education, Health and Care Plan (EHCP), an Annual Review will be held to track the progress of the targets listed in that document. The PLPs provide supplementary, smaller targets with the aim to meet the larger, long-term targets set out in the EHCP. Please see page 21 for further details.

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What does this support look like for my child in school? What are 'interventions'?

Intervention: short-term focused teaching approach that will typically have a specific set of outcomes.

Intervention may take place within and outside the classroom and can be in a small group or on a one to one basis. Adjustments the classroom can include consideration of seating, access to calm spaces and resources, group support, the use of assistive technology and independent tasks suitable for the child. Quality-first teaching strategies (see p9 for examples) are used throughout the school day and within every classroom.

High quality inclusive teaching should reduce the need for additional intervention; some children will still require high quality, targeted, structured interventions to make progress. These interventions are carefully selected through identification and assessment of need and complement high quality teaching.



We have a comprehensive range of intervention programmes such as Third Space Learning Tutoring Programme, Nessy, Social skills groups, Number Stacks, Catch Up Phonics, Sports Therapy sessions, Thrive, Relax Kids and Emotional Literacy Support (ELSA). We also work with Speech and Language therapists to deliver targeted support programmes on a one to one basis.

Wherever possible, children are taught within the classroom. Some specialised intervention programmes are conducted outside the classroom by our highly skilled teaching assistants who supplement, not replace, classroom teaching. Intervention groups are also run by teachers during Worship time, and we also employ a specialist intervention teacher who works in school one morning per week.

Teachers carefully monitor the times at which these are run to ensure that all children receive a broad and balanced curriculum.

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What happens if, despite support and provision, my child is still not making progress?

If multiple cycles of 'Assess, Plan, Do, Review' are still not resulting in a child making progress, external agency support may be required. We, along with parental consent and input, follow one of two pathways depending on the area of need identified:

Virgin Care HGRC form
Request for support –
Wiltshire Children's Community Services

This pathway would be used if we needed support from services such as:

- Occupational therapy
- Neurodevelopmental assessment (suspected ASD or ADHD)
- ADHD medication discussion
- Speech and Language

This is not an exhaustive list.

The referral form considers questions such as :

- Where/when do the difficulties occur (e.g. home vs. school, break time vs. classroom)?
- How long have these difficulties been occurring?
- What is the impact on the child/young person's educational progress, social / emotional wellbeing, family, and the child/young person's self-esteem?
- What other agencies have been involved / strategies have been tried already and what were the outcomes?
- What improved outcomes is the child/young person or the family hoping to achieve from this request for support?

This process can take some time and many consultations are either held remotely or in person. The consultation involves a meeting with the teacher, SENCo and specialist advisor and a subsequent meeting with specialist advisor and parent; sometimes, there is an in-person observation of the child at school. The information is collated and the external agency write a report which is shared with the school, where strategies to support this child are suggested; it can take many months (and in some cases, years) to receive the reports from these specialist services owing to overwhelming demand across the county. Please rest assured that whilst we are in the waiting process, quality-first teaching, personalised provision and continuous development and training for staff are all implemented to support your child.

Once the report is received by the school, it will be shared with the parents and class teacher; we have a meeting so that the report is fully understood by all parties involved. Strategies are then implemented both at school and at home and the Assess, Plan, Do, Review cycle continues.

DART (Diagnostic and Referral Tool) form
- a bespoke online tool that helps us to
identify need and access possible sources of
support, consultation and guidance

This pathway would be used if we needed support for:

- Cognition and Learning needs
- Sensory, physical or medical needs
- Emotional well-being, anxiety and resilience

This is not an exhaustive list.



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What is an EHCP and how is this different from SEN Support?


An Education, Health and Care Plan or EHC/EHCP is a legal document that describes a child or young person's Special Educational Needs and/or Disabilities (SEND).

An EHCP is provided by a Local Authority in order to give children and young people the help and support they need to make progress academically, socially and emotionally. An EHCP is required when a child's needs cannot be met by the usual support that is available to them in their school or setting because of a significant and complex need.

Information from parents, teachers, the school SENDCo and other professionals such as speech and language therapists or educational psychologists are used to write the EHCP.

Pupils with an EHCP may have a banding which has an allocated allowance towards supporting their targets. Please note that an EHCP doesn't necessarily entitle a child to additional funding.

If an EHCP is issued, there are long-term targets set with details of what provision should be put in place to meet those targets. School is expected to provide small steps to help children make progress towards each of the outcomes. A Pupil Passport is used so that all of the details of this are on one page for the class teacher. It is split into the four areas of need.

<p>Cognition and Learning</p> <p>I am learning to engage in lessons (whole class and small group) and improve my verbal reasoning skills, listening, concentration, perseverance and attention skills. Please help me by:</p> <ul style="list-style-type: none">• 'Chunking' language and instructions, allowing time for processing time and providing visual aids (objects, pictures, symbols) to support my understanding.• Check that I have understood lengthy spoken or written text and help me pick out the relevant information.• Not using screens or idoms.• Work with me to develop my Growth Mindset - mistakes are seen as a positive way to learn and move forward.• Praise me for my effort rather than the outcome.• Giving me specific feedback and my learning behaviour.• Giving me physical breaks.• Allowing me the chance to try working independently for lengthening time frames.• Giving me planning guides and worked examples to follow.• Help me to develop my relationships with adults at school through 'special time' sessions.• Set myself personal goals and create a visual record of effort. <p>I am learning to become more aware of my sensory preferences and use strategies that help me better tolerate sensory information that might distract me so that I can focus and regulate. Please help me by:</p> <ul style="list-style-type: none">• Using Social Stories with me to explain to me how to cope in situations that make me dysregulated (www.hippocampus.com).• Using reflective commentary 'You seem angry, let's take a break and do this to help'.• Teaching me calming and grounding strategies (www.thewildflowertrust.co.uk - happy class pack).	<p>Communication and Interaction</p> <p>I am learning to develop my higher-level language skills, use the past tense correctly, answer more advance questions and use language to describe and explain concepts and connections between them. Please help me by:</p> <ul style="list-style-type: none">• Teaching explicit language and social communication skills (www.bbc.co.uk/teach/primary/10-11).• Model the correct use of grammar in an attached way.• Chunk language when speaking to allow me to process what has been said.• Use my name to switch on my focus before giving me an instruction.• Check that I've understood what has been said.• Sequence instructions and let me complete one step at a time.
<p>Hello!</p>  <p>My name is Joe Bloggs.</p>	<p>Social, Emotional and Mental Health</p> <p>I am learning to accurately name my own and others basic feelings along with a possible link and appropriate response to be able to better regulate and be more sensitive to my peers. Please help me by:</p> <ul style="list-style-type: none">• Recognising, labelling and validating my feelings before prompting me towards safer expression of them.• Drawing my attention to the feelings of others, as they arise, and guide me as to how to respond.• Ensuring that my school day is predictable and warn me in advance of any changes to my routine. Visual timetables and Now-Next systems are useful.• Use the Incredible Five-point scale (www.socialhigh.com) or Zone of Regulation programme to develop strategies. <p>I am learning to develop my social skills and understanding so that I can play with my peers and form friendships. Please help me by:</p> <ul style="list-style-type: none">• Modelling turn taking and praise me for my use of specific skills ('Kind sharing, good waiting').• Supporting me at lunch times and break times by noticing and prompting social initiatives and guiding me to interact positively with others.• Using comic strip conversations if things go wrong and allow me the chance to re-do or re-read and try again.• Enabling me to participate in lunch or after-school and sports clubs.• Giving me an opportunity weekly to be part of a Lego Therapy group.
<p>■ Daily (as appropriate)</p> <p>■ Weekly</p>	

There is a lot of useful information on the [Wiltshire Parent Carer Council website](http://www.wiltshireparentcarer.org.uk).

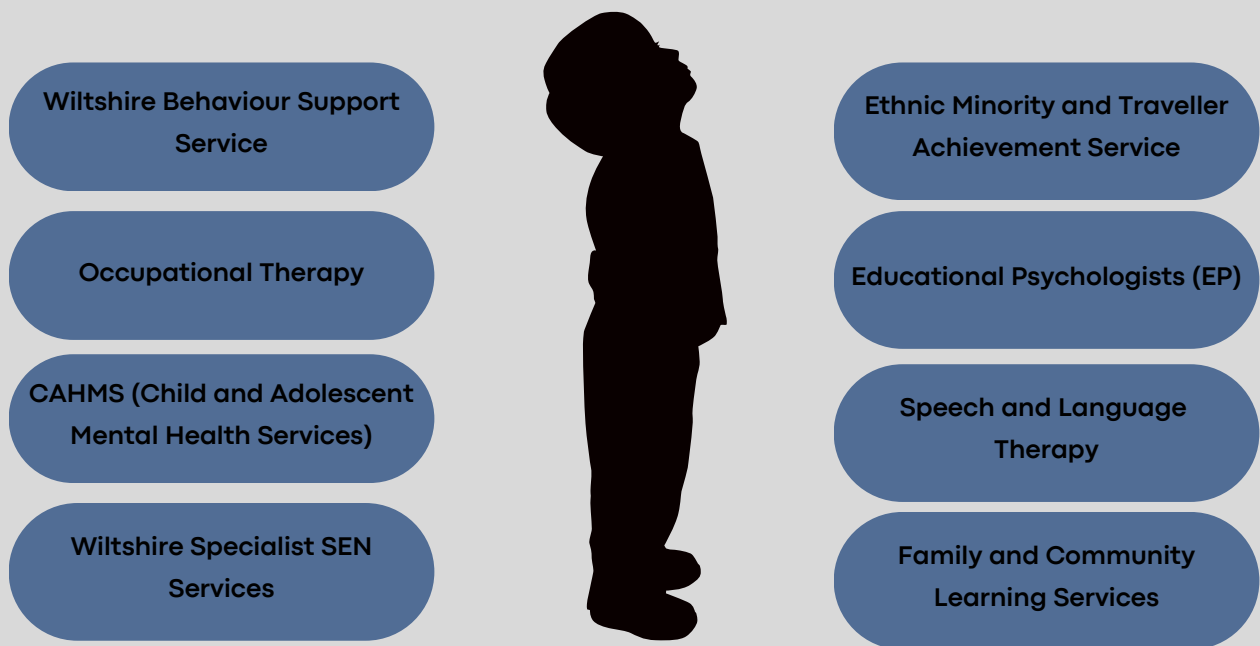
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What external agencies and specialist services do the school have access to?

Through Wiltshire Council and other support agencies, the school has access to specialist services. These include:



How do we ensure that our staff are trained to support children and young people with SEN?

Training for staff is based upon the needs of our current children. Staff access training from Wiltshire Council providers as well as in-house based training from the SENCo. The SENCo regularly attends courses and SEND training run by the local authority. She also organises training for all staff, including all support staff, to enable them to meet the needs of the children within their care.

All school staff including teaching assistants receive regular training on various aspects of SEND. Examples of this include:

- Dyslexia training
- Creating and using Social Stories
- De-escalation strategies and training
- MDSAs (Mid-Day Supervisors)
- ELSA (Emotional Literacy Support Assistant)
- Relax Kids trained practitioner
- Thrive trained practitioner
- Attention training
- Attendance of the 'A-Fest' (Autism Festival) at Springfields Academy
- Working with external professionals, such as Wiltshire Behaviour Support Service, to gain further knowledge and expertise

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How are pupils with SEN involved in all aspects of school life?

Downton Primary School ensures that extra-curricular clubs and school visits are available to all students, including those with SEND, promoting equal participation and opportunities.

Barriers for pupils with SEND are removed through the provision of specialist equipment, therapies, and additional support, ensuring their full inclusion and access to all aspects of school life.

The school's accessibility plan, along with other policies, can be found on the Downton Primary School website, providing transparency and information regarding the school's commitment to inclusivity.

Parents and carers are actively involved in discussing provision for activities and school trips through parental meetings prior to trip planning and discussions during Personalized Learning Plan (PLP) meetings, ensuring their input and collaboration.

During less-structured parts of the school day, various support measures are in place, including designated playground zones, the use of quiet spaces during lunchtimes, provision of calm boxes, a reading shed, and the opportunity for buddy play.

Children with SEN are supported to be in roles of responsibility, such as school council, by being given the same opportunities as everyone else, fostering inclusivity and recognizing their abilities and potential.



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How will you support my child's mental wellbeing and social skills?

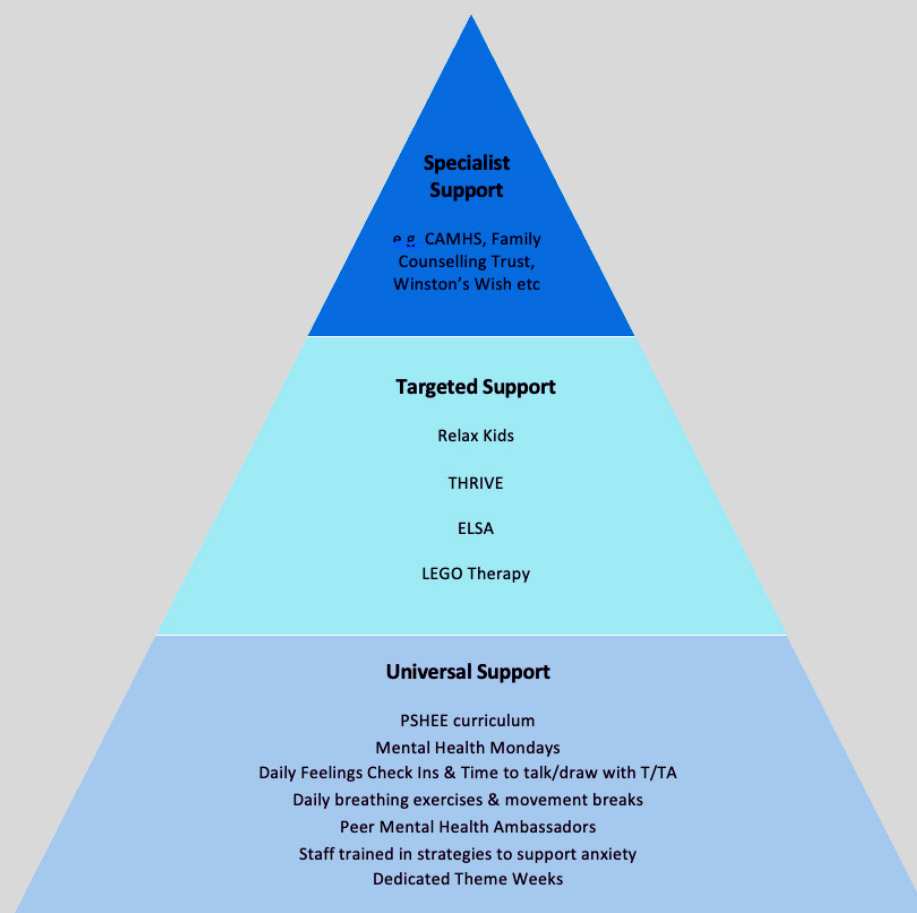
Our Mental Health Lead is Mrs. Bates. At Downton Primary School, we believe passionately in promoting positive mental health and emotional wellbeing to ensure that our school is a community where everyone feels able to thrive. Our school ethos and values underpin everything that we do.

Like physical health, mental health can range across a spectrum from healthy and flourishing to struggling and unwell. It can fluctuate daily and change over time in response to different stresses and experiences.



Most children and young people sit at the positive end of the spectrum, most of the time. However, we know that everyone experiences challenges and at times, children will demonstrate changes in their relationships, behaviour and learning that suggest they are struggling. Our staff are trained to spot these changes and follow our Mental Health referral pathway to ensure that children can access the support they need.

Similar to our tiered approach to support within the classroom, we offer a tiered approach to support mental wellbeing.



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Universal Support

Whole school response to supporting ALL children's mental health and wellbeing.



Targeted support

Specific support for those children who may have short term needs or may have been made vulnerable by life experiences such as bereavement/parental separation. This support is provided within school and delivered by our pastoral team.



Specialist Support

Specialist level of individual support for those children who are still struggling despite Universal/Targeted support and are in need of help from trained professionals e.g. CAMHS, Family Counselling Trust, Winston's Wish etc.

Our school based provision programme includes:

Relax Kids – Delivered by Mrs. Drennan

Relax Kids is typically a 6-8 week block of 1:1 or small group sessions aimed to educate and empower the child with the knowledge and practical tools to help understand and manage their worries and anxiety. Sessions incorporate mindful movement and games, stretching, self-massage, breathing exercises, positive affirmations and guided relaxation.



Thrive – Delivered by our Thrive practitioner Mrs Rhoades

Thrive sessions are 1:1 or small group play and arts based activities designed to help the child feel better about themselves; become more resilient and resourceful, form trusting and rewarding relationships, be compassionate and empathetic, and/or be able to overcome difficulties and setbacks. They take place weekly and continue for up to 12 weeks.



ELSA – Delivered by our Teaching Assistant Miss Emm

ELSA sessions are weekly 1:1 or small group sessions developed to offer the child support around the following areas: self-esteem, team building, friendships, social skills, anger management or understanding emotions.



If you are ever worried about your child's mental health and wellbeing then, just as you would about any concerns that you have about their learning, please do come and talk to us. You can send an email to your child's class teacher via the school office email or SENCo:

admin@downton-pri.wilts.sch.uk

senco@downton-pri.wilts.sch.uk

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Useful Websites

On Your Mind Wiltshire

<https://www.onyourmind.org.uk>



Wiltshire Children and Young
People Wellbeing Service

Young Minds

www.youngminds.org.uk

YOUNGMINDS

Downton 4 Family

<https://downton4family.org.uk>

Downton 4 Family 
HELPING FAMILIES TO HELP THEMSELVES

CAMHS

<https://www.oxfordhealth.nhs.uk/camhs/wilts/salisbury/>

CAMHS

Winston's Wish

www.winstonswish.org/

**WINSTON'S
WISH** **WW**

Giving hope to grieving children



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How will you help my child when they move into your school?

When your child moves to our school, we offer parental tours for you to familiarize yourself with the environment, transition days for them to meet teachers and classmates, and a buddy system to help them settle in and build friendships. We provide personalized support and maintain open communication to ensure a smooth transition and a nurturing educational experience.

It's essential to communicate with us, sharing relevant information about your child's needs and strengths, to ensure the best possible support during their transition.

Please see our SEND Policy or Admission Policy as this has all of the details about admissions.



What happens if my child has particular medical needs?

Children with medical needs are identified and highlighted to staff at the beginning of the year. Photographs of children with notes on their condition are available to all staff so that they are aware of their needs. Where a child has a medical need, relevant staff are trained to meet those needs e.g. epilepsy, diabetes, use of epipens etc.

- Care plans and risk assessments are completed for children who need them.
- First Aid training is provided for all staff every 2 years.
- Staff receive training from the school nurse for individual children as required e.g. diabetes.
- If medication is prescribed to be taken during the school day, parents need to contact the school office, as it can only be administered after a medical form has been signed.

What happens if my child need access to specialist equipment or accessible facilities?

If your child requires access to specialist equipment or accessible facilities, our school is committed to meeting their needs. We will work closely with you to assess their requirements and collaborate with relevant professionals, such as therapists or specialists. We will strive to provide the necessary resources, adaptations, or accommodations to ensure that your child can fully participate in all aspects of school life. Our goal is to create an inclusive environment where every student can thrive and reach their full potential.

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What initiatives are Downton currently working towards?

The Dyslexia-Friendly Schools award is a recognition given to schools that have implemented best practices to support students with dyslexia and other literacy difficulties. The award is granted by the British Dyslexia Association (BDA) and aims to promote inclusive education for students with dyslexia, helping them to achieve their full potential. Downton Primary School are currently complete a 'fast-track' qualification; the validation date will be in July.

To obtain the award, schools must demonstrate that they have implemented a range of strategies and interventions to support students with dyslexia. These strategies should be based on the principles of good practice in dyslexia education, such as multisensory teaching methods, individualised support and appropriate use of assistive technology where possible.

Please see our 'Dyslexia-Friendly Classroom Strategies' document for examples of how this looks within our classrooms. It provides a bank of ideas for teachers to use as part of quality-first teaching.

Insert DFC strategies doc

By achieving the Dyslexia-Friendly Schools award, schools demonstrate their commitment to inclusive education and their dedication to supporting all students to achieve their full potential, regardless of their individual needs and challenges. We will keep parents updated with the outcome at the end of this academic year.

For more information, please visit: www.bdadyslexia.org.uk



What happens if you are concerned or unhappy about the current provision?

If you have any concerns about the education of your child, please speak to your child's class teacher in the first instance. If you still have concerns please contact the SENCo or Headteacher for further investigation. If the matter still cannot be resolved you should take your complaint to the Chairman of the Governors care of the school. The full version of the 'Complaints Policy' is available from the school office if you wish to read it.

Parents may also seek advice from:

- Wiltshire Parent Carer Council
- SENDIASS
- The Wiltshire Local Offer

Downton Primary School is committed to ensuring that all students, including those with SEN, receive a high-quality education that meets their individual needs. The school's approach to SEN support is inclusive, person-centered, and regularly reviewed to ensure that it remains effective and meets the evolving needs of our students. If you have any questions or concerns about SEN provision at the school, please do not hesitate to contact Mrs. Carlton, The Headteacher, Deputy Head Teachers, Mrs. Ford and Mrs. Bates, SENCo or your child's teacher.

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