



# **Dunstable Icknield Lower School**

## **SEND Information Report 2024/25**

Effective date: October 2024  
Last reviewed: October 2024  
Reviewed by:  
Next review date: September 2025

<u>Information</u>	<u>Details</u>
<b>What kinds of SEND do we provide for?</b>	<ul style="list-style-type: none"> <li>• We are a mainstream lower school for children and young people aged 3 - 9.</li> <li>• We provide support for children and young people with a range of Special Educational Needs and Disabilities (SEND) and some with EHCPs, including difficulties in the following areas; cognition and learning, social and emotional, communication and interaction and sensory and physical</li> </ul>
<b>What is our policy for identifying children and young people with SEND and assessing their needs, and who is the SENCO?</b>	<ul style="list-style-type: none"> <li>• Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty or disability. This is usually done through regular on going in class assessments, but may involve more specialised assessment from our SENCO.</li> <li>• Some children have an EHCP, which clearly sets out the needs of the young person.</li> <li>• If a parent has concerns about their child having Special Educational Needs they can either speak to the SENCO directly to discuss their concerns or seek external advice from a GP or paediatrician.</li> </ul> <p>The SENCO is Fern Linton and can be contacted by the school phone number or by email: 01582 663709 senco@dunstableicknield.co.uk</p>
<b>How do we consult with parents of children with send and involve them in their child's education?</b>	<ul style="list-style-type: none"> <li>• All children receive annual written reports and there is the option of follow up discussions.</li> <li>• There are opportunities throughout the year via parents' evening to meet with the children's class teacher.</li> <li>• Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be offered a meeting with the school at least three times per year to discuss progress and support with their children's class teacher or SENCO through an SSP (Student Support Plan) review.</li> <li>• Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school.</li> <li>• <b>The class teacher is always the first point of contact for parents regarding their child.</b></li> </ul>
<b>How do we assess and review children and young people's progress towards outcomes?</b>	<ul style="list-style-type: none"> <li>• Class teachers will be regularly assessing student progress as part of their normal practice.</li> <li>• We complete reports twice a year for all young people, and this information is sent home to parents.</li> <li>• There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs further support. We will always let children know this is happening and let parents know the outcome of any testing.</li> </ul>
<b>How do we support children and young people transitioning to a different school?</b>	<ul style="list-style-type: none"> <li>• If a child with SEND is moving to another school, we will ensure they have an effective and successful transition. Our SENCO and relevant staff, will liaise with parents and the new school to ensure a smooth transition is in place.</li> <li>• We will arrange meetings so that key information can be shared and a transition plan put into place.</li> <li>• For children with Education and Health Care Plans, transition to secondary school begins with the Year 3 annual review meeting. During this meeting, secondary school options are discussed and visits to the schools can be arranged.</li> <li>• Key children with SEND in the school have extra transition sessions in place when moving to a new year group, where they will meet their new teacher and visit the classroom</li> </ul>
<b>What is our approach to teaching children and young people with SEND?</b>	<ul style="list-style-type: none"> <li>• The first step in support children and young people with SEND is high quality teaching in the classroom, which will ensure high quality outcomes for all students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Class teachers are responsible for day to day provision and support for their SEND pupils.</li> <li>• As an inclusive school where we want all pupils to make excellent progress in all aspects of their education and personal development, achieving the very best that they can, regardless of any special educational needs or disabilities.             <ul style="list-style-type: none"> <li>• We have high aspirations for all our children. We provide a broad and exciting curriculum. This means that there is complete equality of opportunity in the curriculum that is offered to children.</li> <li>• We work hard with our pupils with SEND to put into place extra provisions to ensure the best possible outcomes for them and to remove any barriers to learning that they face</li> </ul> </li> </ul>
<p><b>How have we adapted the curriculum and the learning environment of children and young people with SEND?</b></p>	<ul style="list-style-type: none"> <li>• All teachers plan carefully adapted teaching and learning activities that meet the needs of all the children in their class.</li> <li>• Work is adapted by task, support or equipment to ensure the learning is accessible and to support children to ensure progress.</li> <li>• Independent learning is encouraged; all children are provided with the support materials that meet their needs and encourage independence.</li> <li>• Children with identified SEND have a Student Support Plan (SSP).</li> <li>therapists, occupational therapists, educational psychologists, outreach services and behaviour advisors to provide support, guidance, therapy and planning to implement in school.</li> <li>• The school site is wheelchair accessible including disabled toilets, ramps.</li> </ul>
<p><b>What is the expertise of staff to support children and young people with SEND and how do we continue to train them. How do we secure specialist expertise?</b></p>	<ul style="list-style-type: none"> <li>• Fern Linton is the school SENCo and has undertaken the National Award for SEN Coordination (NASENCo).</li> <li>• Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house training for different areas of SEND practices.</li> <li>• We have a team of LSA's who have attended SEND training including: Autism Awareness training, booster groups to move children to the next level and challenge more able children, pastoral and well-being support, Lego Therapy, Elklan Speech and Language programme, Dyslexia Screening.</li> <li>• We use the local authority outreach service and external providers as needed.</li> </ul>
<p><b>How do we involve other bodies in meeting young people's SEND needs?</b></p>	<p>We draw on a range of support from:</p> <ul style="list-style-type: none"> <li>• NHS, Edwin Lobo Centre</li> <li>• Children and Adolescent Mental Health Service (CAMHs)</li> <li>• Children's Social Care</li> <li>• Early Help Intervention</li> <li>• Education Psychology Service</li> <li>• Outreach service from Specialist Schools</li> <li>• CHUMS</li> <li>• Hearing Impairment Team</li> <li>• Visual Impairment Team</li> <li>• Speech and Language Therapy</li> <li>• School Nursing Team</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Education Welfare Service</li> </ul> <p>There are other services available to access to ensure the best support for the young person is offered.</p>

**Dunstable Icknield Lower School SENCo**  
**Fern Linton**  
**senco@dunstableicknield.co.uk**