



## **SEND Information Report Dorothy Barley Junior Academy**

**This policy was devised and adopted in November 2015  
Revised September 2025  
Next Review: September 2026**

### **Purpose of this report:**

To give the wider school community information relating to our school's SEND offer and to detail the provision offered at Dorothy Barley Junior Academy.

### **1. What are Special Educational Needs?**

#### **School processes for SEND identification.**

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn in comparison to most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered as falling under four broad areas:

|                                            |                                                                                                                                                                                                                                                   |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | Speaking and listening difficulties. Finding it hard to communicate with others in a socially conventional way<br>Includes: includes Autistic Spectrum Disorder and Speech Language and Communication Needs                                       |
| <b>Cognition and learning</b>              | Poor memory, processing skills, attention difficulties, making links.<br>General learning delay.<br>Specific learning difficulties e.g. dyslexia, dyscalculia (includes ADHD, MLD, PMLD, SLD, SpLD, Dyscalculia, Dysgraphia, Dyslexia, Dyspraxia) |
| <b>Social, emotional and mental health</b> | Low self –esteem, friendship difficulties, relationship difficulties<br>Includes: Attachment disorder, Bereavement, Adjustment Disorders, Anxiety Disorders and Obsessive Compulsive Disorders                                                    |
| <b>Sensory and/or physical</b>             | Includes: Hearing Impairment, Visual Impairment, Multi-Sensory Impairment Physical Disabilities and medical needs                                                                                                                                 |

For more information about the SEND see the link on your website. The Local Authority have also published a "Local Offer" to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at: [Home - Barking and Dagenham SEND Local Offer](#)

### **2. How does the school know if my child has SEND and what should I do if I think my child has SEND?**

#### **Sharing Concerns**

Teachers are trained to identify when children are struggling through observations and assessments and will share any concerns they have about your child with you and the school's Inclusion Lead & SENCO. Children's progress is regularly reviewed with key members of staff every half term in Pupil Progress Meetings. If you or your child are concerned please speak to the class teacher and the Inclusion Lead.

### 3. How will the school support my child?

#### **Step One:** *Quality First Teaching- adapting classroom practice*

Initially your child's difficulties will be discussed and ideas suggested within the school team and with parental involvement. We will ask your child what could help them to learn in class. Often small differences can make a BIG difference e.g. by providing a pencil grip, changing a seating position, repeating instructions, the teacher spending some more time with your child, making sure work is pitched at the right level.

#### **Step Two:** *Providing intervention and additional support*

If, after an agreed period of time, your child is still struggling we will meet with you again and discuss putting in some additional learning support e.g. having 6 weeks of extra reading 3 times a week in a group.

Interventions offered at DBJA include:

|                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Maths</b><br/>PiXL<br/>Times table interventions<br/>White Rose<br/>First Class @ Number interventions</p>                                               |
| <p><b>Literacy</b><br/>Reach2 Phonics<br/>Colourful Semantics<br/>Dyslexia Support e.g. Immersive Reader<br/>PiXL<br/>Precision Teaching<br/>Speed Reading</p> |
| <p><b>Other</b><br/>School Counselling Service<br/>THRIVE Social Skills<br/>Makaton<br/>Speech and Language Interventions<br/>New to English interventions</p> |

#### **Step Three:** *Individual planning*

If adapting the classroom teaching and putting in extra support does not accelerate learning, we will meet again. This time we will discuss more formal one to one assessments of your child's needs and may well, with your permission, seek advice from an outside professional e.g. an Educational Psychologist. We will create a more detailed picture of your child's Special Educational Needs, jointly identify priorities and will create an Individual Plan or alternative support plan e.g. Behaviour Support Card. This plan will detail actions and will be reviewed at least once a term with you and your child.

#### **Step Four:** *Education Health and Care Plans*

If your child is still struggling, despite the school delivering individual support as advised by external professionals, you may wish to request an Education Health and Care Plan. You or the school can apply to the Local Authority. If the

Local Authority agrees to drawing up a plan, you and your child will meet with relevant professionals to create a comprehensive description of the needs your child has and how they can be addressed. This is a legal document which is reviewed annually.

#### ***Step Five: Additional Resource Provision (ARP) identification***

Our Additional Resource Provision caters for children with Complex and Multiple Learning Difficulties. Pupils allocated an ARP place would have an Education, Health and Care Plan (EHC Plan). The borough's local authority's specialist panels are the only agency that can allocate an ARP place. The Panel will decide whether a place in an ARP is the most appropriate way of meeting a young person's needs and, if so, which ARP is the most suitable. There are clear criteria for naming an ARP on a pupil's Statement/EHC Plan. Sometimes the criteria will refer to a 'band' level of SEN. For example: a speech/ language disorder at band D or above. The school can decide to 'guest' children in the ARP if it feels the provision is more appropriate for the child. This is done using a number of criteria for example; for a set time period, for a specific learning programme or as a way in to ensuring a permanent placement in our ARP through it being named on the child's EHCP. This will be done through consultation with the parent, child and mainstream class teacher.

#### **4. Who will support my child at school?**

We believe support for children with Special Educational Needs and Disabilities is very important. We are an inclusive school, where all children are helped to fulfil their potential. All staff in DBJA have a part to play in supporting your child.

***Class teachers*** will support your child on a daily basis. They will adapt the learning environment and plan work matched to the needs of your child. They will monitor your child's progress and are responsible for planning and monitoring any additional support delivered by Teaching Assistants. They will talk with your child about their learning. They will also make sure other teachers working with your child e.g. PE teachers understand their needs

***Teaching assistants*** may support your child in a number of ways. They may teach your child either one to one or in a small group outside the classroom. They may provide "light touch support" within the classroom. Light touch support might involve making sure your child understands what he/she has to do before leaving him/her to complete the task independently. If a Teaching Assistant always sits with a child, the child starts to rely on adult support and may develop "learned helplessness". A Teaching Assistant might also prepare special materials for your child to use, may observe them at play time, assist them with going to the toilet or prepare them in advance for a school trip. Our Pupil Welfare Officer and Designated Safeguarding Lead, Mrs Dawes, may support your child with social or emotional difficulties. Our Deputy Designated Safeguarding Lead and Behaviour and Attitudes Lead, Miss Stanborough may also support your child with behaviour needs.

Our ***Inclusion Lead & SENCo***, Miss Apresto, is responsible for overseeing the provision for children with Special Educational Needs. They support class teachers and Teaching Assistants and work closely with the Senior Leadership Team and outside professionals. They also report to the Governing Body and other external agencies.

Our ***Pupil Welfare Officer*** Mrs Dawes specialise in supporting pupils with social and emotional difficulties. Our ***Behaviour & Attitudes Lead*** Miss Stanborough also supports groups and individuals. Their work includes:

- 1:1 work with pupils e.g. bereavement
- providing 'touchpoints' at the start and end of each day or week
- conflict-resolution sessions following playground disputes
- running small groups for 6 week periods e.g. to develop social skills, self-esteem and build friendships
- providing a lunchtime club for pupils who find it hard to cope on the playground or who prefer a quiet place to eat lunch
- advising staff on support strategies

If you would like to contact anyone from the Inclusion Team, please contact [office@dbja.co.uk](mailto:office@dbja.co.uk).

In addition to this we have a School Counsellor who currently works on a 1:1 and small group basis with selected children two days a week.

Our **Head teacher**, Miss Leicester, works closely with the Senior Leadership team to ensure children's needs are met across the school.

Our **Governing Body** is legally responsible for ensuring the needs of children with Special Educational Needs at DBJA are met. Our governor for SEND is Carole Webb she can be contacted via the school office.

Our **Site Managers** adapt our school building to meet the needs of children with Physical and Sensory impairments.

Our **Midday Supervisors** may be asked to monitor a child's behaviour or well-being at lunchtimes.

#### **4.1 What training do the people supporting my child receive?**

Staff at all levels receive training in how to support children with special educational needs. This is provided by specialist trainers for specific programmes e.g. Dyslexia Support, Learning Mentor Training, SENCo training and more general e.g. whole school CPD on ASD, training delivered by Local Authority link advisers. The school keeps a training log of all SEND specific training delivered to staff at the school. Training needs are re-evaluated regularly match the priorities identified in the SEND school population.

#### **5. How can I be involved?**

Where a child is receiving SEN support, we will regularly talk to parents to set clear targets and review progress towards them. The plan will outline the personal targets for your child and these can be worked on at home as well as in school. Should you need any advice or strategies on how best to do this the class teacher or Inclusion Manager who will provide this.

#### **6. How Accessible is the school?**

Our school is all on one level with accessible facilities for wheelchair users, inside and outside and a disabled toilet for use by children. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential visits.

#### **7. How will we know how well they are doing?**

Attainment and progress are tracked for all children in the school and is recorded on our O'Track management information system. This is important for making sure all children reach their potential.

In order to keep you informed, parents' evenings are held three times a year and written reports are shared in July for all children.

However, you are very welcome to ask how your child is doing at any time of year. Feel free to contact the school to arrange an appointment with your child's class teacher and/or the Inclusion Lead. Please do not sit at home and worry. Sharing concerns is very important.

Pupil progress reviews are held for each class every half term and the progress of all pupils is discussed with the class teacher and Senior Leadership Team. If the school has any concerns about your child, you will be contacted. The impact of any additional support for groups of pupils or individuals is reviewed during the meeting and recorded on Provision Maps.

If your child's progress is being monitored (See Q1 Step 1) or is receiving additional support (See Q2 Step 2), a review meeting time will be agreed with your child's class teacher or the Inclusion Lead. This would normally be within 6 weeks and could be a face- to- face meeting, a telephone conversation or an email according to your wishes.

If your child has an Individual Plan, the targets on this will be reviewed at least every term in a meeting.

Education, Health and Care Plans are reviewed formally in an annual meeting.

In any review of your child's progress, we look at all aspects of your child's life, not just their test scores. Evidence is taken from a variety of sources. These include:

- work in books
- teacher observations
- teaching assistant feedback
- your child's views on their progress
- your own views
- progress towards any targets set e.g. I can tie my shoe laces
- Assessments linked to specific programmes e.g. Dyslexia screening
- Use of Pre-Key Stage Descriptors for children working below National Curriculum levels or for children with complex needs (ARP)
- Use of mainstream assessment systems e.g. O Track, PiXL
- Regular reviews of progress through IEPs, Parent Meetings and Pupil Progress Meetings

Miss Apresto reports on the progress of all pupils with Special Educational Needs to Governors. This is reported as a group statistic and individual information is not shared.

## **8. What specialist services and expertise are available at or accessed by the school?**

As well as our in-school support we access a wide range of **external specialist services** which advise us on provision for children with SEND and sometimes work 1:1 with children and families.

These include:

- The Speech and Language Service
- The Speech and Language Teacher Advisory Service
- The Occupational Therapy Service
- Paediatricians and the School Nursing Team
- The Children and Adolescent Mental Health Service
- The Visual Impairment Team
- Trinity Special School
- London Borough of Barking and Dagenham ARP Network
- London Borough of Barking and Dagenham Inclusion Service

**See Appendix 1 for training**

**See Appendix 2 for equipment**

## **9. How will the school prepare for my child to join the school and move on to a new school or new class?**

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need.

When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Transition work could include Pupil Passports, Social Stories, Integration Plans and Timetables.

When transferring to secondary school, our Inclusion Leader will meet with secondary SENCOs to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups.

Transition between classes is also important.

When we know your child has a place here, our Inclusion Leader will talk to the SENCO/ Inclusion leader at your child's current school. Any Individual Plans or relevant information will be given to us. They will arrange to meet with you and your child and may observe him/her in class. They will attend any transition meetings with specialist professionals. Together we will draw up a transition plan. This could involve:

- Your child visiting our school several times at different times of the school day and when it is empty/ full
- Creating a transition booklet showing pictures of our school and staff to talk through at home
- Introducing your child to key members of staff
- Arranging for specialist equipment to be installed
- Arranging for professionals already working with your child to visit a few weeks after your child has been with us to advise us on strategies and provision.

In Year 5 we will advise you to start looking at **secondary schools** for your child. Our Inclusion Leader may accompany you on these visits or help you to arrange a meeting with the secondary school SENCO/Inclusion Leader.

When the secondary school place is confirmed, we can arrange extra transition visits for your child at different times in the school day, arrange for them to meet key staff and to create a transition passport. We also invite relevant secondary school staff to review meetings so that they can better understand your child's needs.

## **10. Who can I contact for more Information?**

Within school the Inclusion Leader & SENCO is Miss Apresto. If you would like a meeting, please call school on 0208 270 4962.

The Local Authority have published a "Local Offer" to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at:

[Home - Barking and Dagenham SEND Local Offer](#)

## **11. Who can I contact if I have a complaint?**

Parents/Carers who have a complaint about the SEND provision made for their child at the school should discuss this with:

- the Inclusion Leader & SENCO
- the Headteacher
- the Chair of Governors

Please follow the guidance in the Complaints Policy for further information

## **Appendix 1**

| <b><u>Team</u></b> | <b><u>Name</u></b> | <b><u>Role</u></b>                                                     | <b><u>Training</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------|--------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inclusion Team     | Jonalyn Apresto    | Assistant Headteacher for Inclusion and SENDCo                         | <ul style="list-style-type: none"> <li>- NASENCo course</li> <li>- Safeguarding Level 2 and 3</li> <li>- PREVENT</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| Inclusion Team     | Michelle Dawes     | Pupil Welfare Officer and Designated Safeguarding Lead                 | <ul style="list-style-type: none"> <li>- Level 3 safeguarding</li> <li>- DV, CSE, Mental health young person</li> <li>- Mental health awareness</li> <li>- Child protection level 2</li> <li>- Thrive</li> <li>- Prevent</li> <li>- Breast ironing</li> <li>- ACE</li> <li>- Break the cycle</li> </ul>                                                                                                                                                                                                                                 |
| Inclusion Team     | Angela Stanborough | Behaviour and Attitudes Leader and Deputy Designated Safeguarding Lead | <ul style="list-style-type: none"> <li>- ACE's</li> <li>- Break the cycle - school refusal</li> <li>- REESON Behaviour management</li> <li>- Safeguarding level 2 and 3</li> <li>- Prevent</li> <li>- Thrive</li> <li>- National Children's mentor qualification</li> <li>- First aid</li> <li>- LASER</li> <li>- Team Teach</li> <li>- Restorative justice 4 schools - 3 day training</li> <li>- Mental health champions</li> <li>- Youth MHFA training</li> <li>- CSE, Mental health young person. Mental health awareness</li> </ul> |

SLT members are also part of the Inclusion Team (HT, DHT)

## Appendix 2

| <u>Area of need</u> | <u>Equipment/facilities</u>                                                                                                              |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy            | Communicate in Print software<br>Pencil grips<br>Tables wedges<br>SEND keyboards<br>Reach2 Phonics scheme<br><br>Beat Dyslexia books 1-6 |
| Maths               | Numicon<br>Diennes<br>Cubes<br>Reach2 Times table scheme                                                                                 |
| SALT                | Games<br>ARP and mainstream S&L Therapist<br>Teaching Assistant interventions                                                            |
| Medical             | Hygiene Room<br>Disabled access around the school<br>Fine motor skills activities e.g Write from the Start                               |