Catalyst Dilkes Academy

SEN Local Offer

Reviewed: September 2026
Next Review Date: September 2027

Dilkes Academy

Local Offer

SEND Information Report

Dilkes Academy is an inclusive primary school where children are nurtured and encouraged to be passionate about learning. At Dilkes Academy we strive to support all children to enable them to achieve at school. In order do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them to reach their potential. At Dilkes academy we offer a range of support, tailored to individual needs, provided by internal and/or and external specialist agencies. We ensure that parent and children's views are heard, within the process of meeting the needs of our children.

All Thurrock Schools are committed to meeting the needs of all children including those with Special Educational Needs and Disability. We believe that all children should be offered inclusive teaching and opportunities, regardless of their specific needs, to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Our Special Needs Co-ordinator is:

Miss Barbara Gonzalez Baz

Roles and Responsibilities of the Special Needs Co-ordinator

Our SENco is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

We liaise with staff to monitor pupils' progress and plan further interventions where progress is slower than expected.

We also liaise with parents to ensure that we work together to support our children in the best possible way.

We regularly have contact with a wide range of external agencies who are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

There are many SEN terms that are abbreviated that can lead to confusion.

Below is a glossary of the most used SEN terms.

ADD Attention Deficit Disorder
ADHD Attention Deficit and Hyperactivity Disorder
ASD Autistic Spectrum Disorder
CAF Common Assessment Framework
CAMHS Child and Adolescent Mental Health Service
EWMHS Emotional Wellbeing and Mental Health Service
COP Code of Practice
CP Child Protection
DCD Developmental Co-ordination Disorder
DLD Developmental Language Disorder
EAL English as an Additional Language
EP Educational Psychologist
FSM Free School Meals
HI Hearing Impairment
IEP Individual Education Plan
KS Key Stage
LAC Looked After Child
LEA Local Education Authority
MLD Moderate Learning Difficulty
NC National Curriculum
OT Occupational Therapist
PP Pupil Premium
PSP Pastoral Support Programme
PT Physiotherapist
SALT Speech and Language Therapy
SEMH Social, Emotional and Mental Health
SEN Special Educational Needs
SEND Special Educational Needs & Disability
SENCO Special Educational Needs Co-ordinator
SPLD Specific Learning Difficulty
VI Visual Impairment

Recent Developments

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals at any point in the last six years. (Known as 'Ever 6 FSM').

Schools also receive funding for children who have ever been Looked After, those who have been adopted from Care or have left Care under a Special Guardianship Order after December 30th 2005 or under a Residents Order after October 1991, and also children of Service Personnel.

Why has it been introduced?

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated for every pupil who receives Free School Meals.

Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The new Ofsted Inspection Framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Act 2014

The Children and Families Act takes forward the Coalition Government's commitments to improves services for vulnerable children and support families. It underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, Looked After Children, Family Justice and Special Educational Needs.

It transforms the system for children and young people with Special Educational Needs. (S.E.N.), including those who are disabled, so that services consistently support the best outcomes for them. The Act extends the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring that needs are properly met. It takes forward the reform programme set out in Support and Aspiration: A new approach to educational needs and disability: Progress and Next Steps by:

- Replacing Statements and Learning Difficulty Assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in Further Education and Training and offering families personal budgets so that they have more control over the support they need;

- Improving co-operation between all the services that support children and their families and particularly requiring Local Authorities and Health Authorities to work together;
- Requiring Local Authorities to involve children, young people, and parents in reviewing and developing provision for those with Special Educational Needs and to publish a 'Local Offer' of support.

What is the Local Offer?

- The Local Offer 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 easy-to-understand information will set out what is normally available in schools to help children with SEN, as well as the options available to support families who need additional help to care for their children.

What will it do?

- The Local Offer provides parents / carers with information about how to access services in their area and what they can expect from those services. With regard to education, it lets parents/carers and young people know how schools and colleges will support them, and what they can expect across local settings.
- Agencies, schools, and colleges will provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Revised SEND Code of Practice: 0-25 years

This statutory code contains:

- Details of legal requirements that you must follow without exception.
- Statutory guidance that you must follow by law unless there is a good reason not to.

It explains the duties of the school authorities, health bodies, schools, and colleges to provide for those with special educational needs under part 3 of The Children and Families Act 2014.

The code, which applies to England, is for:

- Head teachers and principals
- Governing bodies
- School and college staff
- SEN co-ordinators
- Early years providers
- Other educational settings
- Local authorities
- Health and social services staff

Below are Dilkes Academy's responses to these questions:

1. How does Dilkes Academy know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, support staff/LSAS or the pupil.
- Limited progress is being made.
- There is a change in the pupil's behaviour.
- A pupil has a disability or need that is hindering their ability to access the curriculum and or learning environment.

What should I do if I think my child may have Special Educational Needs?

- The Class Teacher is the initial point of contact for responding to parental concerns.
- If you have any further concerns, please contact the SENDco.

2. How will I know how Dilkes Academy will support my child?

- Each pupil's education programme will be planned by the Class Teacher. It will be adapted to suit the pupil's individual needs. This may include additional general support by the Teacher or LSAS in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, hand-writing, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or LSA. The length of time of the intervention will vary according to need but will generally be for a term. The interventions 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 the Class Provision Map (this is a record of the interventions, timings, cost and impact of the interventions). If you have any queries related to the interventions, please do not hesitate to contact the Class Teacher or SENCO.
- Pupil Progress meetings are held each term. This is a meeting where the Class Teacher meets with the Senior Leadership Team 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 the Children's Therapy Team, Paediatrician, etc. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and to parents/ carers.
- The governors of Dilkes Academy are responsible for entrusting a named person, to monitor Child Protection and Safeguarding procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central Record. In a support and challenge role, the governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory polices as defined by the DFE.

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

- When a pupil has been identified with Special Needs, their work will be adapted by the Class Teacher to enable them to access the curriculum at their individual pace and level.
- If appropriate, specially adapted assessment tools will be used in addition to the school assessment points system; to monitor your child's levels more in-depth.
- When a child is identified as having Special Educational Needs and is added to the SEND Register, a Pupil Passport is created in collaboration with school staff, parents/carers and, where appropriate, the child. The Pupil Passport outlines the child's strengths, areas of need, preferred methods of communication, learning style and the strategies that are most effective in supporting them.
- For pupils receiving SEN Support, class teachers set and review termly targets, which are monitored through the Assess, Plan, Do, Review cycle. Progress towards these targets is tracked regularly throughout the term and reviewed at least termly. Parents/carers are given opportunities to contribute their views to SEND documentation during parent consultation meetings and may request the attendance of the SENDCo if additional discussion is required.
- Pupils with an Education, Health and Care Plan (EHCP) will have a Pupil Passport and an individual Learning Plan. The Learning Plan breaks down the outcomes identified within the EHCP into smaller, achievable termly targets. Progress towards these targets is monitored regularly and reviewed termly. In addition, parents/carers are invited to attend an Annual Review meeting with the SENDCo and other relevant professionals to evaluate progress towards EHCP outcomes and consider any necessary amendments to provision or support.

- All children at Dilkes Academy are aware of their targets in Reading, Writing and Maths and regularly review their progress towards them. The targets agreed in Structured Conversations are additional to these and may address behavioural or emotional issues and/or address specific skills and knowledge that will support the child to move forward in their learning.
- Our school provides a wide range of high-quality universal provision to support all pupils in accessing learning and participating fully in school life. This includes strategies and resources such as visual timetables, Widget symbols, Colourful Semantics, adaptive seating arrangements, sensory equipment and other reasonable classroom adjustments. These approaches are available to all pupils as part of our inclusive practice and are used proactively by teachers to meet a range of learning needs. In line with the SEND Code of Practice, a child will only be placed on the SEND Register when they are identified as requiring provision that is additional to or different from that which is ordinarily available through our universal offer. The decision to place a pupil on the SEND Register is made following careful assessment, discussion with parents/carers and consideration of the child's response to high-quality teaching and targeted support.
- A diagnosis, medical condition or disability does not automatically mean that a child will be placed on the SEND Register. In line with the SEND Code of Practice, schools identify and respond to a child's individual needs rather than relying solely on a diagnosis. Some children with a diagnosis are able to access learning successfully through high-quality universal provision and do not require SEN Support. Conversely, some children may require additional support despite not having a formal diagnosis. Decisions about inclusion on the SEND

Register are based on the impact of a child's needs on their ability to access learning and make progress, and whether they require provision that is additional to or different from that ordinarily available to all pupils. As a result, children who have a diagnosis but are making expected progress and accessing the curriculum effectively through universal provision may not meet the criteria for SEN Support.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent Consultation meetings and during Annual review meetings.
- Your child's Class Teacher is available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail with the Class Teacher or SENCO by emailing or calling the school office.

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

- The Class Teacher will suggest how you could support your child. The SENCO may also call you or meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour / emotional needs.
- If outside agencies or the Educational Psychologist are involved, suggestions and programmes of study are normally provided that can be used at home.

5. 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 difficulties. These include:

- Members of staff such as the Class Teacher, Year Group Lead, ELSA, Family Support Worker and SENCO are readily available for pupils who wish to discuss issues and concerns.
- Where appropriate mediation sessions are carried out.
- Counselling may be provided.

<u>Pupils with Medical Needs</u>

- If a pupil has a medical need then a detailed care-plan is compiled with support from the family support worker, in consultation with parents / carers. This will be shared and discussed with all staff who are involved with the pupil.
- We do not generally administer medication to children and ask that parents come in to do this. However, if the child can self-administer a trained first aider and witness can supervise this. Additionally, if the medication is required to control a specific medical condition, such as epi-pen for allergic reaction, medicines can be administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Nominated staff have basic First-Aid training that is updated on a regular basis.

6. What specialist services 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:

- Educational Psychologists
- CAHMS (Child, Adolescence, Mental Health Service)
- EWO (Educational Welfare Officers)
- Advisory Teachers for Hearing Impairment, Visual Impairment and Speech and Language Difficulties.
- Beacon Hill and Treetops Outreach Service (these are both Special Schools)
- Social Services
- Children's Therapy Team (Speech and Language / Occupational Therapy / Physiotherapy)
- FAST Feeding and Swallowing Team
- Words First private Speech and Language therapist
- Paediatricians, GPs and local hospitals
- School Nursing Services

An Educational Psychologist is allocated to complete statutory work. He/ she would normally only work directly with pupils whose needs are felt to be quite considerable and who have not responded to the interventions previously put in place for them.

This involvement is generally planned at the Structured Conversation, or if appropriate, another meeting can be arranged for parents/carers, school staff and other professionals if they are working with the child. The aim of this 'team around the child meeting' will be to gain an understanding of and try to resolve a pupil's difficulties.

In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parents and give feedback after the assessment has been completed.

He/she will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward.

7. **What training is provided for staff supporting children and young people with SEND?**

Different members of staff have received training related to SEND.

These have included sessions on:

- Social, Emotional and Mental Health Needs
- Speech and Language Difficulties
- Behaviour management
- Sensory needs
- Autism
- Attention Deficit Hyperactivity Disorder
- Individual SEN planning and assessment
- SEN Identification
- SEN paperwork

- Strategies to support pupils: Widget, Colourful semantics, TAC-PAC, Attention autism, etc

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

Activities, educational visits and school trips are planned to be as inclusive as possible, and we are committed to enabling all pupils to participate safely and successfully. Individual risk assessments are completed where necessary, taking into account a child's needs, the nature of the activity and the level of support required. Reasonable adjustments and additional support will be considered to maximise participation.

However, there may be occasions when the level of risk to the child, other pupils and/or staff is considered too high for the activity to be accessed safely, even with reasonable adjustments. In these circumstances, the school may decide that the child remains in school where appropriate provision and learning opportunities will be provided. The SENDCo works closely with staff and families to plan suitable activities and experiences for pupils with more complex needs, recognising that some trips or visits may not be accessible to every child due to health, safety or supervision requirements.

Where a child requires a significant level of individual support to access a trip or activity safely, parents/carers may be asked to accompany their child. This decision will be based on an assessment of need, available staffing and the safety of all participants.

- Pupils in Key Stage 1 and Key Stage 2 who are not toilet trained and require intimate care support during an educational visit will generally require 2:1 adult support to ensure their dignity, safety and wellbeing. Where the school is unable to safely provide this level of support in addition to meeting the needs of the wider group, parents/carers may be asked to accompany their child on the trip.

9. How Accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the building accessible to all
- Three toilets adapted for disabled users
- A shower
- Wide doors in some parts of the building

10. How will the school prepare and support my child when joining your school or transferring to a new school?

Many strategies are in place to enable pupils' transitions to be as smooth as possible.

These include:

- Discussions with the previous or receiving school prior to the pupil joining / leaving
- Additional transition arrangements for pupils who need extra support. The SENCO is always willing to meet parents/ carers prior to their child joining the school.

- Secondary school staff receive information about pupils prior to them joining their new school.
- Our SENCO liaises with the SENCOs at the receiving secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO, the secondary school SENCO, the parents/ carers and, where appropriate, the pupil.

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

- The 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.
- Resources may include deployment of staff depending on individual circumstances.

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

- These decisions are made in consultation with the Class Teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessment by outside agencies.
- 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.

13. How will I be involved in discussions and plans 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
- Parents' consultations
- Discussions with the SENCO or other professionals
- Parents are encouraged to comment on their child's termly progress reports and contribute to their Structured Conversations with possible suggestions that could be incorporated.

14. 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 the school office to arrange a meeting with the SENCO.

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