

SOUTH DARLEY C.E.  
PRIMARY SCHOOL



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# SOUTH DARLEY C of E PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

<b>Person/Committee responsible for reviewing/updating this plan</b>	Full Governing Body
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<b>Date of Review</b>	<b>Governors Meeting Reference Number</b>	<b>Approved by name</b>	<b>Comments</b>
13.03.17	FGB13032017.12.3	K Dean	
01.10.2018	FGB01102018.26.11	K Dean	

**South Darley C of E Primary School is a small mainstream school and we are proud of our inclusive ethos.**

### **Introduction**

All Derbyshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities. We are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in our schools.

The needs of all pupils are met in a mainstream setting wherever possible.

A child or young person has a learning difficulty or disability if he or she:

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

### **What is the Local Offer?**

- The *Children and Families Bill* was enacted in September 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND). This is the 'Local Offer'.
- The intention of the Local Offer is to make clear the range of services available in the local area and improve choice for families.
- The Derbyshire Local Offer can be found at [www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org).

### **What is the School SEND Information Report?**

- This uses the LA Local Offer and the school's own policies to set out the provision that our school is able to make to meet the needs of pupils with SEND.

### **How does the school know when children need extra help?**

At South Darley C of E Primary School the vast majority of children have their individual needs met through the excellent standard of teaching in our classrooms. We have high expectations that our children will achieve everything of which they are capable and we use a variety of teaching methods designed to meet the needs of all the learners in our classes. Sometimes children need some extra support beyond this and they are identified as having SEND (Special Educational Needs and Disabilities). This can happen at any time during their school career and in a variety of ways, usually a combination, which may include some of the following:

- Discussion with previous school or pre-school setting
- Child performing below 'age expected' levels
- Concerns raised by a parent
- Concerns raised by a teacher
- Discussion with external agencies e.g. for a physical/ sensory issue, speech and language

- Children with a Education Health and Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

### **Who should I talk to if my child has, or if I think they might have, SEND?**

Your first port of call if you are concerned about anything at school should be your child's class teacher. They work most closely with your child and are always pleased to share any concerns you have because you know your child best.

The class teacher is responsible for;

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCo) know as necessary;
- Writing Individual Education Plans (IEPs), if they and the SENDCo feel this would help, and sharing and reviewing these with parents at least once each term so that they can plan for the next term;
- Personalised teaching and learning for your child;
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

If your child has SEND you may also need to speak to:

**Jennie Gill, our Special Educational Needs and Disability Co-ordinator (SENDCo).**



The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy;
- Co-ordinating the support for children with SEND;
- Liaising with all the other people who may be coming in to school to help support your child's learning;
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Head teacher, Paul Wilde**



The Head teacher is responsible for:

- The overall management of all aspects of the school; this includes the support for children with SEND;
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met;
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **The SEND Governor, Eleanor Wood**

Awaiting photograph

The governor is responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

### **What training have staff supporting pupils with SEND had?**

The school has a training plan for our teaching and support staff to continue to improve the teaching and learning for all children, including those with SEND.

As children with particular needs join our school we make sure that the staff who work with them attend any training sessions that will help us to give them the best possible provision.

### **Who are the other people providing SEND support at South Darley Primary?**

You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.

We have good links already with many of the outside agencies who can offer more specialist advice or teaching for children with SEND. They include:

- Derbyshire Support Service for Special Educational Needs (SSSEN)
- School Nurses Sam Garrett and Jo Carter
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Educational Psychology
- Services for children with visual or hearing needs

- Matlock Multi-Agency Team
- Children's Mental Health Services

### **How is extra support allocated?**

The school budget includes money for supporting children with SEND. The Head teacher decides on the budget allocation in consultation with the school governors and on the basis of needs within the school.

In collaboration with the SENDCo and class teachers, the Head teacher will decide what resources, training and support are needed. This is reviewed regularly and changes are made where necessary.

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

If your child regularly needs teaching which is significantly different from their classmates then this can be provided in a number of ways. This may be through:

- **Specific group work**

Intervention which may be run by a teacher or a teaching assistant.

- **Specialist teaching sessions run by outside agencies**

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

- **Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through our everyday classroom teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

### **For your child this would mean:**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How will I know what progress my child is making?**

- Your child's progress will be continually monitored by his/her class teacher. You will be involved at every stage as it is through good home/school relationships that we achieve the best results for your child.
- His/her progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing and maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an Individual Education Plan (IEP) based on targets set by teaching staff or outside agencies specific to their needs. These will be designed to accelerate learning and to close the gap between your child and their peers if that is appropriate. Progress against these targets will be reviewed regularly, evidence for learning assessed and a future plan made.
- The progress of children with an Education, Health and Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Head teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **How can the school support me as the parent of a child with SEND?**

The class teacher is always available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have;
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report;
- Personal progress targets for learning or behaviour will be reviewed with your involvement every term;
- We can talk through with you how the children have been taught to do something at school so that you can help them with any homework set or just chat about what they have been doing during the day;
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### **How accessible is the school environment?**

South Darley Primary School has a beautiful Victorian building on a slightly sloping site. This can sometimes present some accessibility challenges which we work hard to overcome. We have:

- Ramp access to the main entrance at one end of the school and to the Infant classroom at the other. This means that all ground floor areas are accessible via ramp from the outside, although there are two steps down into the Infant classroom when moving inside the building. The Head Teacher's office and staffroom are accessed via one flight of stairs;
- A toilet with disabled facilities and space for a changing table;
- Before school provision, access to after school care and extra-curricular activities which are accessible to all children, including those with SEND;
- Equipment which is accessible to all our pupils.

We regularly review our accessibility plan and look for ways to improve what we can offer. Please talk to us if you have accessibility concerns for you or your child and we will do whatever we can to help.

### **How will your school support my child's overall well-being?**

We are a small staff and we get to know our children and their families very well. We are also closely involved in local community life. This means that our school provides a safe place for children to learn and explore. Sometimes children need a little extra nurturing for a range of reasons. We can be aware of changes in children's well-being early and have a picture of their life beyond school that often helps us to respond to their needs.

We have:

- Whole class PSHE (Personal, Social, Health and Economic Education) lessons
- 'The Lavender Room'. This calm, multi-sensory room can be a quiet area for children who need time to themselves during the day. It is also used by one of our teaching assistants, Adele Fletcher, to give structured social or emotional support to children using Derbyshire's 'Positive Play' programme.
- A good relationship with our vicar, Rev Stephen Monk, who is always willing to support children or families (eg at times of bereavement) and has regular involvement in the spiritual life of the school.



### **How will you support my child when they are joining your school, moving between classes or leaving your school?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us:**

- The SENDCo will visit pre-schools with the Foundation Stage Leader when appropriate;
- Your child will be able to visit our school for as many taster sessions as they need in order to get to know the school staff and children and to feel comfortable in the classroom.

### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school;
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

We are such a small school that your child will only have to change classes once during their time with us. This can be an advantage to children with SEND as it means the staff know them well and they can feel very settled in their class. When they do move to the Junior classroom;

- Information will be passed on to the new class teacher/s in advance and the Infant and Junior teachers will have met to talk about your child's strengths and their needs. IEP s will be shared with the new teacher/s
- All the children spend time in their new classroom before the Summer holiday. If your child needs more time to adjust then we can accommodate this. Sometimes this happens informally, for instance Infant staff finding opportunities to send your child with a message into the Junior classroom so that Junior staff can chat to them, and sometimes we arrange for your child to spend a longer length of time with their new class.

### **In Year 6:**

- Staff from our local Secondary Schools usually come to visit us during the Summer term to find out about all the children who will be making the transition to them. The teachers and SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

### **What should I do if I am considering sending my child to your school?**

Come and visit us! If you telephone the school you will probably speak to our office manager, Allison Manning. She will be pleased to send you some more information and to arrange a meeting with the head teacher, in the first instance. We look forward to welcoming you and your child into our friendly school family.

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