



SEND Information Report

This information report is required by the SEND Code of Practice 2014. It will be amended as further guidance is received from the Local Authority.

This report gives you information regarding the ways in which we ensure we support all of our pupils with SEND in order that they can achieve their full potential. Provision may change and develop over time.

Our school and SEND provision

Stretton Handley CE (VC) Primary School is a small, rural village school. At Stretton Handley CE (VC) Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and Disabilities. **Mrs Louise Nicholson is our Special Educational Needs Co-ordinator (SENDCO)**. She can be contacted on 01246 590418 or senco@strettonhandley.derbyshire.sch.uk.

The Governor with responsibility for SEND is Mrs Fran Roberts.

What kind of Special Educational Needs does Stretton Handley CE Primary School make provision for?

Special Educational Needs fall into four main areas (Pg.86 SEND Code of Practice, 2015). Some children have needs in more than one area. We provide for children within all these areas.

Communication & Interaction

- Speech, language and communication needs
- Poor articulation or use of language
- Difficulty in understanding what is being said
- Difficulty in understanding or using social rules for communication
- Specific conditions include Autism Spectrum Disorders, including Asperger's Syndrome

Cognition & Learning

- Learning at a slower pace than peers
- Levels of difficulty may be moderate (MLD) to severe (SLD)
- Specific learning difficulties- including dyslexia, dyspraxia or dyscalculia

Social, Emotional & Mental Health Difficulties

- Withdrawing
- Challenging, disruptive, disturbing behaviours
- Anxiety, depression or self-harming
- Specific conditions include Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder

Sensory & Physical Needs

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

How would Stretton Handley identify and assess my child's Special Educational Needs?

At different times in their school life, a child may need educational provision that is additional to/or different from those resources that are available within the general classroom management. The new Code of Practice 2014 states that schools must ensure that such provision is made for those who need it:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others the same age, or b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16-institutions”

A close relationship with all of the local preschool providers helps us in the early identification of any child who is transferring to our school that has additional needs of any kind. The SENDCO/ Reception class teacher will liaise with both the parents and the previous providers and attend any relevant meetings prior to that child starting school to ensure that the school has a clear understanding of the child's needs and to ensure a smooth transition is made.

The class teacher identifies children in need of SEND support if they are not making the expected progress within the differentiated work in the classroom and will discuss this with the SENDCO. This, along with assessing, tracking and monitoring of children's learning can highlight possible barriers to learning. The class teacher, with support of the SENDCO, will hold an initial meeting with the parents to discuss this. Where necessary, the SENDCO will liaise with, or make referrals to, outside agencies who may also provide additional support for children. This includes: speech and language support, behaviour support service, educational psychologist and school health.

Where can I find information about the school SEND Policy?

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on the website or from the school office. If you would like to discuss our SEND provision or find out more, please contact Mrs Louise Nicholson, the Special Educational Needs Co-ordinator (SENDCO).

How does Stretton Handley evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have clear systems in place for evaluating our provision for children with SEND. Any intervention used will be those that are proven to make a difference for most pupils. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Behaviour Support Service, Occupational Therapist, Educational Psychologist or health services such as a School Nurse or Doctor. Where a child has an Education, Health and Care Plan (EHCP or alternative funding, there will be an annual review held in addition to the termly review meetings, taking into account, where possible, the views of the child, their parent or carer, and all other professionals involved with the child.

How do staff at Stretton Handley check and review the progress of my child and how will I be involved?

Before your child is put on the SEND register a meeting will be held with you. When your child is put onto the SEND register, they are registered as 'SEND support'. Children are assessed on a daily basis; however, each half term teachers formally review children's progress and attainment and provision maps are created in order to further support their learning. We operate an open-door policy at school and informal conversation take place regularly with parents both with teaching and support staff. Teachers meet formally with parents to discuss progress made by SEND pupils at least once a term. At these meetings, progress and targets will be shared and reviewed. Parents can bring family members or contact Derbyshire Information Advice & Support for SEND (DIASS), formally Parent Partnership, for advice and support.

How do teachers help pupils with SEND?

All children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition into adulthood (SEND Code of Practice, 2015).

There are a range of ways that pupils with SEND are supported in class:

1. Class teacher input, through excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is built on what your child already knows, can do and can understand.
- different ways of teaching are in place, so that your child is as fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

2. Specific group work Intervention which may be run:

- in the classroom or small group area
- by a teacher, class teaching and learning assistant (TLA)

3. Specialist groups 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. This may be from:

- Local Authority (LA) central services, such as the ASD Outreach Team, Education Psychology Service (EPS) or Behaviour Support Service (BSS)
- Outside agencies such as Speech and Language Therapy (SALT), Visual and/or Hearing Impairment or Physiotherapy
- School Support for SEND (SSSEN)

4. Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided through the SEND Inclusion Funding for additional Early Years support (formally ETAEYs), Graduated Response for Individual Pupil (GRIP) or 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 Quality First Teaching and intervention groups. Your child may also need specialist support in school from outside agencies and professionals, including those specified above.

What adaptations are made to the curriculum and the learning environment of children with SEND?

Individual Support Plans identify any adaptations which may need to be made to the curriculum or learning environment to meet the child's needs. In terms of adaptations to the learning environment we feel our school is safe and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. An accessibility plan is in place and available on our school website or a copy can be obtained from our school office or via the website. For a small number of pupils, their needs may require access to additional resources such as adapted equipment and technology e.g. modified ICT and educational equipment, recording devices etc. We have facilities and resources to help SEND children throughout our school including: easy access toilets, ramp, adapted writing material etc.

Is there any extra support available to help pupils with SEND with their learning?

If a pupil is identified as having SEND, we provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in the four-stage process: **Assess, Plan, Do, Review**:

Assess: this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan: this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded and will form the basis of termly review meetings, Parent/Teacher Consultations and Staff meetings.

Do: providing the support, extra assistance for learning or learning aids, as set out in the plan.

Review: measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved: pupil, their parents or carer, teacher and SENDCO contribute to the reviews. This stage then informs the next cycle, if necessary. Meetings with teachers, TLAs to discuss progress of pupils are held.

Any additional support or intervention will be tailored to meet individual children's needs, and will target the area of need and/or difficulty. This may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of pupils with similar needs. The support provided, and its impact, will be monitored closely. While the majority of pupils with SEND will have their needs met in this way, some may require an EHCP needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

How will my child be included in activities outside the school curriculum including trips?

At Stretton Handley CE (VC) Primary School, every child has the opportunity to access trips. Provision is highly differentiated and if, for example, an activity is deemed inappropriate, alternative activities are organised. Risk assessment are written and shared prior to external visits. Vulnerable children are identified on all risk assessment. Where necessary, individual Risk Assessments will be written and shared. Any support identified is arranged as needed, e.g. 1-1, small group.

How does your school support pupils' emotional and social development?

At Stretton Handley CE (VC) Primary School, we feel that all children's emotional and social development is important. All children participate in Personal, Social and Health Education lessons (PSHE) in their classes. We also seek support from various outside agencies including: the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies. Support for children who have SEND in this area will be identified on their Provision Plan. The school will not accept any bullying, including any towards children who have SEND.

How are the adults in school helped to work with children with an SEND and what training have they had?

All of the teachers at Stretton Handley CE (VC) Primary School strive to provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and

addressed. This may include whole school training on SEND issues or to support identified groups of pupils in school, such as autism, specific learning needs, etc. Teachers and support staff attend in house training as well as those delivered by outside agencies that are relevant to the needs of specific children in their class. Staff also work closely with specialists from external support services who may provide advice or direct support as appropriate. The SENDCO supports class teachers in planning for pupils with SEND.

What happens if my child needs specialist equipment or other facilities?

Our school is fully accessible with ramp and toileting facilities. School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority provides specialist equipment such as standing frames, steps, changing facilities, specialist ICT equipment etc. when prescribed by relevant health specialist.

How will I be involved with planning for and supporting my child's learning?

Following discussion with parents about the child's needs, it may be agreed that your child is put on the school's SEND register. This includes support which is 'additional to' and 'different from' that which is provided through 'quality first teaching'. If your child is placed on the SEND register, they will be receiving additional support. This will be set out on an individual support plan so that you can see what help your child is receiving. The plan will be written in consultation with the child's class teacher, the SENDCO, the child and parents. This plan describes what additional support is required for the child in order for them to succeed. The support plan will be reviewed each term and parents will be invited to discuss it. At these meetings, progress and targets will be shared and reviewed.

How is my child involved in his/her own learning and decisions made about his /her education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). Where appropriate all pupils are involved in monitoring and reviewing their progress.

Who should I contact if I have concerns about my child's learning and/or progress?

If you have any concerns regarding your child's progress or well-being, in the first instance speak to your child's class teacher as they are responsible for all children in their class. The majority of concerns can be addressed at this level.

If your concern is not resolved, then speak to:

1. The SENDCO: Mrs Louise Nicholson
2. The Head teacher: Mrs Louise Nicholson
3. The Chair of Governors: Mrs Margaret Gill

The school's Complaints Procedure can also be found on the school's website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Who should I contact to find out about other support for parents and families of children with SEND?

Your child's class teacher and the SENDCO are available to discuss your child's needs and progress. Outside agencies will contact parents to keep them informed of their involvement.

Derbyshire Information Advice & Support Service for SEND (DIASS - formally Parent Partnership) can be contacted on: Telephone: 01629 533660 /01629 533668 Email: derbyshireiass.gov.uk

How will you help my child make successful move into the next class or secondary school or other move or transition?

Transition is a part of life for all pupils, whether that involves moving to a new class or moving to a new school. We recognised that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with children, parents and staff to ensure these transitions run as smoothly as possible. Planning for transitions within the schools will take place in the summer term; arrangements for transition to secondary school for pupils with SEND will be planned according to individual needs. Where possible children will visit their new school on several occasions.

Where can I find out about other services that might be available for our family and my child?

Find out more about the local offer of support which is available for children and young people who have Special Educational Needs and Disabilities on the Derbyshire County Council website:

http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/local_offer/default.asp