

2018-2019 School Information Report

What are special educational needs (SEND)?

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this.

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

How do we support children with special educational needs or disabilities?

Lea Primary School is an inclusive school. Many children can have difficulties at some time or other at school. This may be related to a health problem or difficulty with learning or behaviour. The school works with parents and children to provide work at an appropriate level and extra support when necessary.

How does the school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

What should I do if I think my child may have special educational needs?

Talk to us – in the first instance, contact your child's class teacher. If you still have concerns, talk to the SENCo (Rachel Wylde, Class 3 teacher) or the Headteacher.

What will happen if my child is identified as needing SEN support?

- When a child is in need of SEN support, the class teacher highlights this to the SENCo.
- The class teacher identifies children in need of SEN support if they are not making the expected progress within the differentiated work in the classroom.
- Following discussion with the SENCo, the class teacher will invite the parents in for an initial meeting to discuss any areas of difficulty and possible barriers to learning. As a result of this meeting with both the views of the parents and the child taken into consideration, targets might be set and written as part of an IEP (Individual Education Plan). These targets will pay particular focus to the desired outcomes for the child and the extra provision which will support in removing those barriers to learning.
- Where necessary, and in consultation with the parents, the SENCo will liaise with outside agencies who may also provide additional support for children. These include Speech and Language Support, the Educational Psychologist, SSEN, Behaviour Support and CAMHS

How will the school let me know if they have any concerns about my child's learning in school?

- The school has an open morning in October and parent consultations in February. These are opportunities for all parents to view and discuss the work and progress of their children.
- If the class teacher has any particular concerns about your child's learning at any other time throughout the year, they will arrange a meeting at a time that is mutually convenient in order to discuss these concerns.

How will school support my child?

- Our Headteacher and SENCo oversee all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Any adaptations will be made to the curriculum and the learning environment of the children as necessary.
- The SENCo will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given an IEP (Individual Education Plan) with specific targets so that it is easy to track progress. Where appropriate, children will contribute to the writing of their IEP. All children will have the opportunity to talk about their plan once it has been written.
- Some of the teaching assistants in school have had training in specific areas. These staff may work with the class teachers to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- The school will sometimes request the support from external agencies. These include the Speech and Language Therapist, the Educational Psychologist, SSEN and Behaviour Support.
- There may be a teaching assistant working with your child either individually or as part of a small group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Who are the different people providing services to children with SEND in this school?

- Outside agencies currently providing services to children with SEND include the Speech and Language Therapist, the Educational Psychologist, SSEN, Autism Outreach, Virtual Schools, the MAT Team, and CAMHS.

How does the school secure additional services and expertise to work with children?

- Following discussion between class teacher, parents and SENCo, outside agencies eg the Educational Psychologist or the Speech and Language Therapist, are sometimes contacted. With your agreement, they will come in and assess your child with a view to providing possible suggestions for support within the classroom.

How are the Governors involved and what are their responsibilities?

- The Headteacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, Rosie Turner, is responsible for special educational needs and meets with the SENCo. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

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

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

How does the school judge whether the support has had an impact?

- By reviewing children's IEP targets termly and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by class teachers and the Headteacher.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

What opportunities will there be for me to discuss my child's progress?

- You are also welcome to make an appointment at any time to meet with either the class teacher or the SENco to discuss how your child is getting on.
- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evening.
- If your child has special educational needs, you will be offered the opportunity to meet with the class teacher each term (at least 3 times a year) to discuss the progress your child is making. This will also be an opportunity to review a current IEP and contribute towards new targets on the next plan.

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

- The class teacher can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have an Individual Education Plan (IEP) which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the IEP. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs and barriers to learning that require additional funding above the resources available within school, they may have GRIP funding or an Education, Health Care Plan (EHCP). If this is the case, a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including end of year expectations and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings between the class teacher and the Headteacher. In these meetings a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's IEP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- The school office will usually administer medicines if the correct forms have been completed and discussed.
- If a child requires personal hygiene care this will be managed through an individual care plan.

How does the school support for improving emotional and social development?

- We strongly support children in their emotional and social development. We provide pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Children who have an Individual Education Plan (IEP) discuss their targets with their class teacher.
- If your child has GRIP funding or an Education, Health Care Plan, their views will be sought at the review stage, if appropriate.

What specialist services and expertise are available at or accessed by the school?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language, Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, Autism Outreach, the Child and Adolescent Mental Health Service (CAMHS), the MAT team and Social Services.

The 'Derbyshire Local Offer' is available at <http://www.derbyshiresendlocaloffer.org/>

What training have the staff supporting children with special educational needs, had or are currently having?

- Rachel Wyld: Autism, ADHD, PDA, Dyslexia, Special Educational Needs and Disability Reform, Inclusion in Action, developing reading skills for SEN children and writing skills for SEN, GRIP funding, Level 2 Certificate in Understanding Specific Learning Difficulties, Youth Mental Health First Aid.
- Johnny Rowlatt: Elkan (Speech and Language), Teacch (Autism), PECS (Picture Exchange Communication System)

- Sara Shortland and Andrea McDonald: Resilience Training
- Andrea McDonald: Drawing and Talking Therapy
- All staff have had training in the Law and Guidance of Physical Intervention.
- All our teaching assistants have had training in Precision Teaching

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for **all** children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.
- With teaching assistant support, children with SEN are enabled to engage in activities available with children in the school who do not have SEN.

How accessible is the school environment?

- Both the main school building and the school hall is wheelchair accessible.
- There is one disabled toilet large enough to accommodate a wheelchair.

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

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings.
- When children are preparing to leave us for secondary school, we arrange visits for them. If your child has an Education, Health Care Plan, then the TA working with your child may go with your child on these visits.
- Where it would be helpful, we write social stories with children to help explain and prepare them for any major transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has GRIP funding or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- We have an open door policy, please pop in to see us at a mutually convenient time. If you want to see your child in the school environment, you are always welcome in the classroom.
- We have an open morning in October which gives parents the opportunity to see and participate in their children's learning.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- There are many opportunities to get involved such as Good Food Club, sports events, FOLS etc. Please ask if you are interested.

Who can I contact for further information?

- DIASS (Derbyshire Information Advice and Support Service for SEND) - This is a free, impartial service which provides support, guidance and information about education issues to parents of children who have Special Educational Needs and children who are likely to be, or have been excluded.

<https://www.derbyshireiass.co.uk/>

Contact: 01629 533 668

Email: ias.service@derbyshire.gov.uk

- The 'Derbyshire Local Offer' is available at <http://www.derbyshiresendlocaloffer.org/>

Who should I contact if I am considering whether my child should join the school?

- If your child has a special educational need or a disability you could contact the Headteacher, Karen Maycock who will discuss how the school could meet your child's needs. You can contact the school to arrange a meeting and a tour of the school

What should I do if I have a complaint to make?

- If you have any complaints about the provision made in school for your child with SEN, then please follow the school's complaints procedure which can be found on the school website.