



## **ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

From September 2014, all local authorities published a 'local offer' which outlines the support that is available to all children and young people from 0-25 years with SEN and/or a disability. Information, advice and support for young people living in the Derbyshire area can be found at <http://www.derbyshiresendlocaloffer.org/>

Roles and responsibilities:

Head teacher- Mrs A King

SEND Governor- Mrs F Miller

SENCo- Mrs K Brassington

My role is: -

- As SENCo I co-ordinate all of the specific provision that is put in place to support children with Special Educational Needs and Disabilities (SEND).
- I am responsible for writing and implementing the Special Educational Needs Policy.
- I work with class teachers, providing advice and support. Together we monitor pupil's progress and arrange further or different provision if progress is slower than expected.
- I work with the head teacher to liaise with a range of external agencies who can give us specialized advice and support.

It is vital that all parents know and understand how we can support your child/ren in our school. As with all children who start at our school parents will have many questions concerning the welfare of their child/ren and how your child will be supported in our school. This is called the 'the School Offer' the following questions and answers will hopefully give you some indication about how we ensure your child is supported and how their needs are met. The most important note to make is that early identification is paramount. Parents are their child's first educator and will have a wealth of knowledge about their child and this will be significant in our discussions. The school will also identify a child who has specific learning difficulties through a range of information.

- A child performing below age related expectations
- Concerns raised by the class teacher or other members of staff
- Progress meetings with staff and leadership teams
- Structured conversations with parents
- Structured conversations with pupils.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

## **Who do I speak to if I think my child has learning difficulties/Special Educational needs or Disability (SEND)?**

The class teacher of your child would be the first person to approach. If you would like to discuss this further an appointment can be made with either Mrs Brassington or Mrs King. (Although for most of the time an appointment is not necessary) Please come into school as soon as you have any concerns as we always welcome all parents into school if they have a concern.

## **How will the school support my child/ren with Special Educational needs or Disability (SEND)?**

All class teachers plan, deliver and review the work of all children in their class, including the work of those children with special educational needs or disabilities. The class teacher uses their planning to highlight those children who may need support. This may include working in small groups with a teaching assistant or with a teaching assistant on their own. Some children will take part in intervention programs such as Numicon for Math's or use Clicker 7 which supports children in their reading and writing. Some children will be given an IEP this is an Individual Education Plan that will have specific targets for them to achieve within a specified amount of time, it will include the methods of support we will use in school, this will be shared with you and your child. Some children will be referred to outside agencies for further support, such as Speech and Language Therapists, Autism Outreach, the Educational Psychologist etc. These outside agencies offer advice for support in school and at home. If a child is referred to an outside agency you will be informed and the process is discussed with you.

## **Who will I talk to about my child's needs and progress?**

The class teacher and leadership team will arrange a structured conversation with you, this meeting will be a discussion about your child's progress and the next steps. These meetings will take place each term. We will always speak to parents at any time if they wish to discuss progress and support.

## **How will you measure my child/ren's progress?**

Your child's progress will be tracked and measured (as are all children within the school). We track and measure learning by age related expectations whereby we collect evidence throughout the year about your child's progress and attainment. The class teacher and teaching assistants will observe and undertake assessments during lessons. This also takes place when marking work and also in more formal style tests. If children are not making the expected age related progress the teachers will initially place the children in intervention groups (catch up programs) for extra support. If further support is needed a discussion will take place with teachers, teaching assistants and the SENCo to decide what further support can be given to aid progress. When a child's IEP is reviewed comments are made about the targets to show progress and refer to the next steps

## **How are the Governors involved and what are their responsibilities?**

The SENCO writes a report for the Governors for every curriculum governor meeting 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, Mrs F Miller, is responsible for special educational needs and meets regularly with the SENCO.

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 and continue to be a valued member of the school community.

The governors have a strategic plan alongside the head teacher so that the resources are allocated to meet the needs of all children in the school. The school budget includes the costing of teaching assistants and intervention programs delivered by teachers. The school also finances the work completed in schools by the educational psychologist, behavior support advisor and the Multi Agency team. Specialist equipment is usually supported by Derbyshire County Council.

## **How will my child have the opportunity to contribute in school?**

As mentioned previously your child will have the opportunity to take part in a structured conversation with staff. This is where they will have a chance to say what works well, how they think they are progressing and any concerns they may have. All children have the opportunity to take part in their class council discussions which are then fed back to the school council. The school council representatives include children with special educational needs or disabilities.

## **How will you ensure my child/ren will be included?**

Our aim is to make sure that all children access class trips and class residential, which may require support through extra adult supervision or by making some reasonable adaptations e.g. adapting the programme, resources or timings. All trips and residential carry a risk assessment and the health and safety of our children and staff will not be compromised.

During the school day your child will be included in all the curriculum areas and take part in physical education which may need some adaptation. Your child will also have the opportunity to take part in local sporting competitions. All children are encouraged to take part in the after school activities including forest schools.

## **What training has the staff supporting children with Special Educational Needs had, or are planned?**

All staff receive training appropriate to their needs and the priorities of the school, but do appreciate that the training needs of staff may need immediate action if and when a child starts at our school. Staff have engaged in training in the following- Autism, Dyslexia, Structured conversations, supporting children with language difficulties (Talk boost and Every Child a Talker). Promoting health and wellbeing, using social stories and visual timetables.

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

When the time comes for your child to move to a new phase in their education we will ensure there is a transition process. We encourage all new families to visit the schools in the area to consider which school would mostly meet the needs of their child. When children first start school and join our EYFS class the children will be invited to join the class and have preschool visits in the summer term. Our EYFS teacher will also visit all the nurseries which include the children who are moving to our school; they will speak with staff at the nursery to find out more about your child's special educational needs. A photograph album is made in preparation to the child starting school which will include key members of staff and key places in the school this can then be taken home with them through the summer holidays.

In the September there is a phased return to school which is usually one week, but this is flexible and is based on the needs of the child.

When children move to a different class they will take part in a transition lesson to visit their new class for the coming academic year. Children with SEND often have more than one visit and will be supported by staff.

When children transfer to secondary school we will work with your child and their next school which you have selected for them. They will have the opportunity to visit the school several times according to their needs.

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If you have any concerns about any SEND matter, please contact the headteacher.

You can ring the school office on 01663 742412 to arrange an appointment.