Breadsall CE Primary School

SEN Information Report 2024

SENCO:	*Katie Forster*
SEN Governor:	*Eileen Robinson*
Local Offer Contribution:	*www.derbyshiresendlocaloffer.org*
Link to School Accessibility plan:	Policies | Breadsall CofE VC Primary School (breadsallprimary.com)

At Breadsall CE Primary School, Christian vision shapes all we do. We have the values of Hope, Love and Respect at the centre of our ethos. Hope encourages pupils to believe with confidence that they are capable of anything they put their minds to and are nurtured to develop an optimistic and aspirational viewpoint. Love helps us to work together as a strong supportive family to keep everyone safe and care for one another showing gentleness, forgiveness and honesty. Respect ensures we celebrate diversity and difference and that we treat each other respectfully at all times.

What are the main principles underlying the Special Educational Needs and Disability (SEND) Code of Practice?

The main principles of the SEND Code 2015 include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

What are Special Educational Needs (SEN)?

The term Special Educational Needs (SEN) has a legal definition: children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The SEND Code of 2015 identifies 4 broad areas of need:

- communication and interaction (difficulties with speech and language and how they relate to and behave with other people)

- cognition and learning (thinking and understanding)
- social, emotional and mental health difficulties
- sensory and/or physical needs

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

What is the role of the SENCO (Special Educational Needs Coordinator)?

The SENCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with an Education and Health Care Plan (EHCP). The SENCO works closely with staff, parents and carers, and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO, who is also the headteacher, plays an important role and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN. They meet annually with the SEN governor to discuss development plans.

The SENCO at Breadsall is: Katie Forster and they can be contacted on 01332 831328.

How we provide for Special Educational Needs in School.

We are a small mainstream Primary School with a strong Christian ethos of nurturing and valuing the individual child. All children in our care are included in all school activities as fully as possibly.

We aim to identify children with special educational needs early to ensure that any additional support can be implemented quickly and thoroughly, to help them to make the best possible progress.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEN.

The SEND Code 2015 describes how help for children with special educational needs should be made by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving additional or different help to your child because they have special educational needs.

The additional or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education. Help for children with SEN will usually be in the class, sometimes with the help of other adults and occasionally with external specialists.

How do we identify children who need extra help?

There are many ways in which we identify children as having Special Educational Needs. Any of the following may indicate that individual provision may be needed:

- concerns raised by parents
- concerns raised by teachers (current and/or previous school as relevant)
- behavioural patterns may indicate issues with self-esteem or a child's frustration if they struggle to access the curriculum
- use of annual/ termly screening tests. If a child is performing 2 years below age-expected levels they are automatically considered as having special educational needs
- pupil progress meetings between teachers and senior leaders may reveal problems if data is examined and the rate of progress of a child may be found to be lower than expected
- SENCO liaison with external agencies e.g. Educational Psychology Services.
- referrals made by a GP; assessments completed by paediatricians
- a child has a disability that prevents or hinders them from accessing facilities that are generally provided for children of a similar age.

Dynamic forms of assessment may be used which involve:

- observing and recording responses in different environments
- identifying strengths and weaknesses

- identifying learning rates and learning styles

Only a few pupils will require interventions which are additional to or different from the differentiated curriculum provided for all pupils. This forms part of the **Graduated Response.**

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them in order for them have access to the opportunities provided in school.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEN. The pupil's response to such support helps to identify their particular needs.

What should you do if you think your child may have Special Educational Needs?

If you have concerns, please feel free to talk your child's class teacher as your first point of contact. Open communication is fundamental to making sure that we plan the best provision and support that all children deserve according to their individual needs. Our SENCO & headteacher, Mrs Forster is also always available to listen to any concerns that you may have about your child. The school SEN governor, Eileen Robinson may also be contacted for support.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask:

- whether the school thinks your child has difficulties
- whether the school thinks your child has Special Educational Needs
- if your child is able to work at the same level as other children of a similar age
- if your child is already getting some extra help
- how you can help your child

How can we tell if our provision makes an impact on a young person's educational progress?

Our programmes of support and intervention are closely monitored and reviewed each term to see if they have an impact on a child's learning. Any teacher assessment and tests undertaken as part of the school's ongoing assessment procedures are tracked to check rates of progress. Where SEN provision is effective, there will be a correlation between the interventions undertaken and increased rates of progress. This may be evident in either standardised scores or age-related data.

Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

All teachers are teachers of SEN and good relationships between teachers and parents enable fast communication. Parents are welcome to enquire at any point about the progress of a child with SEN as even the smallest steps could indicate progress. More formal methods for communication involve several elements:

- Individual Education Plan (IEP) review meetings between the teacher, the child and parents will be held once a term to discuss outcomes of provision and adaptations/new IEP targets
- IEP's are monitored alongside ongoing assessments to judge rates of progress, including teacher assessment
- Meetings with the teacher at parents' evening
- SENCO is kept up to date by the class teacher
- Communication between class teacher and other professionals working with the child
- Feedback from teaching assistants working closely with intervention groups

How will our staff support your child?

Special needs provision begins with high quality teaching in the classroom. 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.

Teaching assistants work closely with the class teacher to plan appropriate intervention strategies aimed at overcoming barriers to learning. They will also assess and feedback information about how well the interventions are working and if any adaptations are needed. Extra homework, specific to needs, may also be set. Our SENCO will liaise with teachers to ensure that support is appropriate and consistent.

How do we adapt the curriculum and the learning environment for young people with Special Educational Needs?

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. Lessons are adapted and differentiated to allow specific group work to take place within lessons. These groups are supported either by the teacher or a teaching assistant. There may also be intervention work done outside of the classroom which is usually run by a teaching assistant who is trained in the

chosen support materials. The teacher and teaching assistant will carefully consider the resources, wall displays and the physical layout of classrooms including seating arrangements to provide the best opportunities for all children, including SEN.

How will the curriculum be matched to your child's needs?

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. All teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Classwork is pitched at an appropriate level so that all children are able to access it and achieve according to their personal learning needs. Typically, this means that there are three levels of work planned for lessons, with adaptations for individuals as required, and children are expected to complete the work at their own level. SEN provision in the classroom may include adaptations such as a quiet working area, an individual 'work station' and the use of ICT e.g. voice recorders and computers. Daily routines may be adjusted slightly on an individual basis to enable a child with SEN to cope with changes in learning environments.

How do we decide whether to make special educational provision?

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part

cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate.

What support will there be for your child's overall well-being?

All staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties we would consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not considered SEN.

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

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision-impaired, occupational therapists or physiotherapists. Parents will always be

involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

What is an Education, Health and Care Needs Assessment?

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

- Where children are identified by specialised professional as having severe, complex or lifelong needs, an Education, Health and Care Plan (EHCP) may be issued. These are for children whose specific barriers to learning cannot be overcome by Quality First Teaching or intervention strategies alone.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from an additional adult, 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, to run individual programmes or run small groups including your child.

What training have the staff supporting SEND had or what training are they having?

Our teaching assistants providing interventions outside of the classroom have been trained in several programmes. This includes the Read, Write Inc. programme for phonics, Lego Therapy, Using Dyslexia Gold package and Catch-up reading. Most staff have received PACE training which aims to support children who have experienced trauma. Training is provided for staff as needs arise so that we can support all pupils in school. All staff are first aid trained.

The SENCO, Mrs Forster has also undertaken the National Award for Special Education Needs Co-ordination and passed the course in December 2023.

How do we involve young people when deciding the provision for their Special Educational Needs?

Children are involved in decision making at individual and strategic levels. We aim to seek the views of individuals on what is happening in school regarding their learning. The views of children with SEN are sought through pupil interviews and discussions between the child and their teacher/SENCO. They are encouraged to consider their own strengths and weaknesses and discuss their own targets for personalised education plans**.** The child will be invited to attend all meetings between the teacher/SENCO and parents regarding special educational provision and all those involved sign the Individual Education Plan.

Details about what is important to the child, along with strategies that can be used to help them, are recorded on a One-Page Profile which is kept updated by their class teacher and passed on to all supporting professionals, the next teacher or the next school as appropriate. If your child has an Education, Health and Care Plan their views will be sought at the review stage, if appropriate.

How will your child be included in activities outside the school classroom including school trips?

We aim for all children to be included in day and residential trips. We will provide any necessary adaptation, in consultation with you as necessary, to make this possible.

A risk assessment is carried out prior to any off-site activity to ensure the health and safety of everyone. In the 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.

How can you get involved?

There are several ways you can become involved including:

- ‘Curriculum Evenings’ during which parents are invited to offer their comments and opinions
- 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
- Parents are also invited to regular class assemblies and concerts.

How are governors involved?

- Governors approve the budget available for purchasing resources/training specific to the development of SEN provision in school.
- The Head teacher reports to governors on a regular basis at meetings.

- The designated SEN Governor attends an annual meeting with the SENCO to review the SEN development plan and completes a report based on findings.

What can you do if you have a complaint?

If you have a concern or there is something you wish to discuss further, your first point of call is your child's class teacher. You should also arrange to meet with the head teacher / SENCO as necessary. Many issues can be resolved easily and quickly this way. Beyond this, please follow the school's complaints procedure which can be found on the school website.

How will the school prepare and support your child to join the school, transfer to a new setting or the next stage of education and life?

We understand that moving on to a larger secondary school can be a daunting prospect for any child. To enable as smooth a transition as possible:

- we encourage all new children to visit the school prior to starting with us - visits can be arranged at your convenience
- 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 - we would also visit them in their current setting if appropriate
- 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 an EHCP and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school

Where can you find further organisations and services that can provide additional support?

The *Children and Families Bill* became enacted in September 2014. Local authorities and schools are now 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 aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Please follow the link below to find out more.

www.derbyshiresendlocaloffer.org