



The Village Federation of Carsington & Hopton and Kirk Ireton Primary Schools



Special Educational Needs and Disabilities

Policy and School Offer

At our school we are committed to providing an excellent education for all children whatever their specific ability or need. We believe that the partnership between parents is essential in ensuring all children reach their potential. We recognise that this is even more crucial for children with special educational needs.

Our school offer sets out the support and services which are available to children with special educational needs and disabilities at our school and how we will work with you to ensure your child receives the best possible education.

If you have any questions about our school offer please feel free to make an appointment to speak to us at any time.

Who are the best people to talk to in school about my child's difficulties with learning / Special Educational Needs or disability (SEND)?

The first port of call for any concern about a child is the class teacher however, there are a number of staff who can help with any concerns you may have.

Class teacher

The class teacher is responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need in liaison with the SENCO.
- Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents and children (where appropriate) at twice yearly.
- Ensuring that all staff working with your child are helped to deliver the planned programme. This may include outside professionals who come into school.
- Ensuring that the school's SEND Policy is followed in their classroom.

The Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for:

- Coordinating all support for children with SEND and developing the school's SEND policy to ensure all children receive consistent, high quality support.
- Ensuring that you are kept informed of support your child is receiving, and involved in reviewing your child's learning and supporting learning at home.
- Updating the school's SEND register and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in school so they can help your child achieve the best possible progress.

Headteacher □

The Headteacher is responsible for:

- The day to day management of all aspects of the school including the support for children with SEND.
- Overseeing the role of the SENCO and the classroom teacher in ensuring that your child's needs are met.
- Informing the governing body about any issues in the school relating to SEND.

SEN Governor □

The SEN governor is responsible for:

- ensuring, through Headteacher delegation, that all teachers are aware of the importance of provision for pupils with SEND.
- Making sure that the necessary support is made for any child who attends the school with SEND.

The named governor for SEND at Kirk Ireton is Clare Flower and at Carsington is Clare Radley

What are the different types of support available for children with SEND at The Village Federation?

We offer various types of support for children with SEND. We place a great emphasis on excellent teaching within the classroom but also provide additional support depending on individual need.

Excellent targeted classroom teaching within the classroom (Quality First Teaching):

For your child this would mean:

- High expectations for your child and all pupils in the class
- Teaching based on continuing formative assessment, building on what your child already knows.
- A variety of teaching methods designed to meet the needs of all learners in the class
- Careful monitoring and assessment to track your child's progress as well any areas where they may need extra help.
- Specific strategies suggested by the SENCO or other professionals may be used within everyday classroom provision.

This type of support is available to any child who has gaps in their learning or is in need of extra support.

Specific group work within a smaller group of children:

For your child this would mean:

- Targeted small group work within the classroom supported by the class teacher.
- Targeted small group work within the classroom supported by a teaching assistant.
- Target small group work outside the classroom (withdrawal groups).

These groups may be taught by a variety of people including the SENCO, classroom teacher, teaching assistants or outside professionals.

This type of support is also available to any child who has gaps in their learning or is in need of extra support.

Specialist sessions run by outside agencies:

Your child may have been identified as having needs which require some specialist support in school from a visiting professional. Depending on your child's needs, this may include support from various organisations including the Derbyshire Support Service for Special Educational Needs (SSSEN), speech and language therapists or occupational therapy. This type of support may be put in place in response to particular worries you may have about your child.

For you this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional in order to better understand your child's particular area of need.

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations. This may be within the class or on a one to one basis.
- Targets are set for your child following the advice of the specialist professional and taking account of their specific needs.
- Your child will receive targeted support in the classroom and also on a one to one basis. This may be delivered by a specialist or, by school staff supported by the guidance of specialist professionals.

The school will discuss the support and strategies we are using to support your child with you. We will also let you know who is working with them.

This type of support is specifically targeted at children who have particular needs which cannot be met through quality first teaching and intervention.

Specified Individual support:

If your child has been identified as needing a particularly high level of individual or small group support they may be referred to the local authority for more formal assessment. This may lead to your child being given an Education, Health and Care Plan (EHCP). This document is compiled in collaboration with you, the school and outside, specialist agencies and is designed to provide your child with the specific targeted support they need to make the best possible progress.

For you this would mean:

- You may be asked to write a report outlining your child's needs.
- Providing the Local Authority with all the information they need to decide whether your child's needs require a statutory assessment. This may include medical records, evidence from school, evidence from outside agencies and where appropriate evidence from social care.
- Entering into a legal process that will set out the support which will be provided for your child.

When the Local Authority have looked at all the evidence they will decide if your child's needs are severe and complex enough to need a Statement of Special Educational Needs or a EHC plan or if they can continue to be supported by the school.

If your child is given an Education, Health Care Plan this will mean:

- They will be given very specific targets by specialists in the local authority.
- Your child will receive a specified number of hours of support. This may be within the class, in withdrawal groups or on a one to one basis and may be provided by staff in school or outside specialists.

- In some cases an additional adult may be used to support your child with whole class learning.

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

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

The partnership between parents and school is crucial in ensuring your child makes progress and fulfils their potential. We monitor the progress of all the children in our school very carefully and use thorough formative assessment to identify the next steps in learning. We share this with parents in a number of ways including Home School Link Books, parent's evenings and end of year reports.

If we have a specific concern about your child we will request a meeting with you as soon as possible. If you have a concern you are always welcome to make an appointment to talk to the class teacher, the SENCO or the Head.

How is extra support allocated?

- The school budget includes money for supporting children with SEND. The Headteacher decides on the budget allocation in consultation with the school governors and on the basis of needs within school.
- In collaboration with the SENCO and class teachers, the Headteacher will decide what resources, training and support are needed. This is reviewed regularly and changes are made where necessary.

Who are the other people providing SEND support at The Village Federation?

The following professionals and agencies are available to provide support in school where it has been deemed necessary.

- Derbyshire Support Service for Special Education Needs (SSSEN)
- School nurse
- Occupational therapy
- Speech and language therapy
- Physiotherapy
- Educational psychology
- Services for children with visual or hearing needs

How are the teachers in school being helped to work with my child and what training do they have?

- The SENCO's role is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND where necessary.

- Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child?

- All lessons in our school are carefully planned to meet the specific needs of all groups of children.
- Teachers work closely with specialists to adapt planning where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning is adapted on a daily basis if needed to meet the learning needs of your child.

How will we measure the progress of your child in school?

- Class teachers continually monitor the progress of all the children in their class.
- Your child's progress is reviewed at least half termly against the attainment targets set out in the National Curriculum (years 1 to 6) or the Early Years Foundation Stage (reception).
- If your child is in Year 1 or above, but is not yet working towards the National Curriculum, a more sensitive assessment tool is used which will show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of each key stage (year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- The individual targets set for your child as part of their Individual Education Plan will be reviewed, with your involvement, at least twice yearly. A new plan will then be made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review. You will be invited to attend the annual review with all the adults involved with the child's education.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. We understand the partnership with parent is crucial in order to share information about what is working well at home and school.
- The SENCO 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.
- Individual Education Plans will be reviewed with your involvement at least twice a year.

How is The Village Federation accessible to children with SEND?

At Carsington due to the age and layout of our school building, some areas of our site are not accessible to all children with SEND such as those requiring the use of a wheelchair; at Kirk Ireton the whole site is accessible. Despite the obvious constraints however, we aim to make our school as accessible as we can to all children and would make every effort to adapt our teaching areas to accommodate any child who came to the school with mobility difficulties.

- We ensure that equipment used in school is accessible to all our pupils.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school or moving on to another class?

We understand that moving between schools or classes can be a big step for all children including those with SEND. As a school we do all we can to make this transition as easy as possible for our children.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If necessary we can make arrangements for your child to visit their new school on several occasions.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher.
- All IEPs will be shared with the new teacher and the first set of targets will set in collaboration with you, the new teacher and the previous teacher.