

Caring, learning & praying together



Bowns Hill  
Crich  
Derbyshire  
DE4 5DG  
Tel/Fax 01773 852165

e-mail [headteacher@crich-inf.derbyshire.sch.uk](mailto:headteacher@crich-inf.derbyshire.sch.uk)

website [www.crich-inf.derbyshire.sch.uk](http://www.crich-inf.derbyshire.sch.uk)

**Crich Church of England Infant School**

Head Teacher: Miss J Kirk

## **Special Educational Needs Information Report 2017**

### **Introduction**

Derbyshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress they can in school.

Schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. There are **four broad areas of additional need** experienced by children in school are – □ Communication and Interaction

- Cognition and learning(understanding, thinking and reasoning)
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Children may experience additional need in one or more of these areas to a varying degree and their needs may change over time.

### **What is the Local Offer?**

- The children and Families Bill was enacted in 2014  
From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available to the children and young people with Special Educational Needs(SEN) 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/carers in understanding the range of services and provision in the local area.
- Please see  
<http://localoffer.derbyshire.gov.uk/search/default.aspx?cat=Primary+Schools&postcode=S45+8eu&mm=20>
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### **The School SEN Information Report**

This explains how, under the LA Offer, we intend to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. If your child has Special Educational Needs this is what at Crich Church of England Infant School we are able to offer you.

At Crich Church of England Infant school we value the fact that every child is different, and, therefore, we respect the educational needs of every child and celebrate diversity.

### **What are special educational needs and disabilities?**

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (section 20)
- Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream educational setting (section 21)
- This definition of SEN is the same as the definition in the Education Act 1996

### **What is a disability?**

You are disabled as defined under the Equality Act 2010

(<http://www.legislation.gov.uk/ukpga/2010/15/section/6>) if you have a physical or mental impairment that has "a substantial" and "long term negative effect" on your ability to do normal daily activities.

What does substantial or long term mean?

- Substantial is more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task e.g. getting dressed
- Long term means more than 12 months or more.

### **Who is responsible for SEND at Crich Church of England Infant School?**

The class teacher is responsible for-

- Assessing the progress of your child and identifying, planning and delivering any additional help your child may need, this could be targeted work or consulting with the Special Educational Needs coordinator (SENCo)/ Head Teacher
- Writing pupil progress targets and Individual Education Plans
- Personalised teaching and learning for your child according to their individual needs and school resources.
- Ensuring that the school's SEN policy is followed in their classroom and throughout the school as part of their whole school policy responsibility.

### **The SENCo is Miss J Kirk**

- Developing and reviewing the school's SEN policy.
- Coordinating the support for children with special educational needs or disabilities (SEND).
- Planning, delivering and monitoring specialist support in school for children.
- Liaising with other professionals who may be coming in to school to help support your child's learning e.g. speech and language therapy, Educational Psychology
- Updating the school's SEN register a system for ensuring that all SEND needs of pupils in our school are known and making sure records of your child's progress and needs are kept  
Providing specialist support for teacher and support staff.
- Reviewing progress and provision in liaison with yourself and the Local Authority.
- A very important part of the role is ensuring parents/carers are involved in supporting your child's learning.
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing

### **The Head Teacher Miss J Kirk**

Who is responsible for -

- The day to day management of all aspects of the school this includes support for children with SEND
- Ensuring that the SENCo and class teacher understand their roles and responsibilities with regard to SEND pupils and ensuring that your child's needs are met.
- Making sure that the Governing Body is kept informed about issues relating to SEND

### **The SEN Governor is Mrs Sarah Wallis**

Who is responsible for -

Making sure that the appropriate support is given for any child with SEND who attends Crich Church of England Infant School

**If you have concerns about your child's progress you should speak to your child's class teacher initially.**

**If you continue to be concerned that your child is not making progress, please speak to the Head Teacher.**

**The school SEN Governor can also be contacted for support.**

### **What different types of support are available?**

Children who are identified or referred to as having Special Educational Needs or Disability will experience a graduated response to their Additional Needs.

Initially they will experience class teacher response through excellent targeted classroom teaching Quality First Teaching.

For your child in our school this would mean-

- That the teacher has highlighted possible expectations for your child and all the pupils in their class.
- That teaching is built on what your child already knows, is able to do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in the learning in class. Their learning make take on a more practical approach to learning. Specific strategies which may be suggested by the SENCO are in place to support your child to learn.
- That they are fully involved in supporting your child's progress.
- That extra support is available to help your child with gaps in their understanding.

### **The extra support maybe**

- Run in the classroom or a group.
- Run by a teacher or a teaching assistant.
- Run by outside agencies e.g. Speech and Language therapy, Physical Impairment service.

Some children will need additional support to make appropriate levels of progress. They would then, in consultation with parents or guardians be placed on the School Register of Children with Special Educational Needs at a School Support level.

### **SEN Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENCO and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority Services such as Autism (ASD) Outreach Team, Behaviour Support Team, and Sensory Services for pupils with hearing or visual need or the Education Psychology Service (EPS).

### **What could happen?**

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language therapist or the Educational Psychologist. This will help the school to understand your child's particular needs better and to be able to support them effectively. The Educational Psychologist will work with your child to understand their needs and make recommendations about how your child is given support. The school will modify the support offered accordingly.

Should your child continue to have severe difficulty and struggle to make appropriate levels then additional support can be applied for in the form of Specific Individual Support.

### **The SEN Code of Practice 2014: Specific Individual Support.**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Educational, Health 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, Code Of Practice, intervention groups or short periods of 1-1 intervention with a cost of up to £6000. **Your child will also need specialist support in school from a professional outside the school.**

This may be from Local Authority Services such as Autism Outreach Team, Support Service for Special Educational Needs Behaviour Support, Physical Disability Service and Sensory Services for pupils with hearing or visual need.

Or Health care agencies such as Speech and Language Therapy (SALT) or Occupational Health Therapy Service.

For your child this would mean, the school or you can request that the Local Authority Services carry out an Education Healthcare Needs Assessment.

After the request has been made a panel of professional with all the information about your child's needs provided by the school and yourself will decide if your child's needs are complex enough to need an Education Healthcare plan (EHCP). If they think the needs are complex they will ask all the professionals involved with the child to write a report outlining your child's needs. If they do not think your child's needs are complex enough they will ask the school to continue with the current support.

After the reports have been sent the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case they will write An Educational Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the additional funding and support available to your child from the LA, how the support should be used and what strategies must be in place in order to achieve agreed long and short term outcomes for your child.

### **What happens when your child is not making progress?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

### **How are resources allocated?**

The school budget, receives from Derbyshire LA includes money to support children with SEND.

- The Head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including,
  1. The children getting extra support already.
  2. The children needing extra support.
  3. The children who have been identified as not making much progress as would be expected.
  4. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and the changes made as needed, so that the needs of the children are met and resources are deployed as effectively as possible.

### **How are teachers supported to work with children with SEND?**

Your child's progress will be continually monitored by his/her class teacher.

- His/her progress will be reviewed formally with the Head teacher or SENCO every term in personal, social, health education, reading, numeracy and writing or the Early Learning Goals in Reception. At this stage interventions can be chosen and planned.
- Where necessary children with an IEP based on the National Curriculum or based on targets set by outside agencies specific to their needs. Targets will be set using national curriculum progression grids designed to accelerate learning and close the gaps. At this stage additional resources may be allocated in order to implement IEP strategies. Progress against these targets will be reviewed regularly and evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with t and lesson observations are carried out to ensure that the needs of all children the child and family and all adults involved with the child's education. At this stage provision for children can be changed to optimize progress towards outcomes identified by the child, family, educationalist and other specialist staff.
- The SENCO will work with your child's teacher and teaching assistants to help with any individual work and in any group that they take part in.
- Regular book scrutinises and lesson observations are carried out to ensure that the needs of all children are met and that the quality of teaching and learning is high. Outcomes are also used to analyse successful strategies.

### **How will the teaching be adapted for my child with SEND?**

Class teachers along with specialist staff plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff under the direction of the class teacher or SENCO can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually or in groups.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

### **How does the school measure the progress of children in school?**

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally every term in personal, social, health education, reading, writing and numeracy and Early Learning Goals.
- At the end of Year 2 all children are required to be formally assessed using Standard Assessment Tests. This is something the Government requires all schools to do and the results are published nationally.
- Where necessary children with an IEP based on the National Curriculum or based on targets set by outside agencies specific to their needs. Targets will be using national curriculum progression grids designed to accelerate learning and close the gaps. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
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- Regular book checks and lesson observations ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What support is available for parents/carers?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies may be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible in a report.
- Personal progress targets, IEP's will be reviewed with your involvement every term.
- Home work will be adjusted as needed to your child's requirements.
- A Home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- When required a process called team around the family (TAF) can be initiated. This process gathers and coordinates a range of professionals available to support families with children with SEND.

### **Is the school accessible?**

- The school has accessible routes to all areas.
- Currently there is one disabled toilet.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

The school has an Accessibility Plan that looks long term at how access can be improved.

### **How are the children supported when they join the school, leave the school or move classes?**

- Before children join the school information is gathered about the child, through liaison with the family previous providers and agencies involved with the child.
- Transition meetings are arranged in the term before the child is due to join the school. The family is provided with a passport of photographs of staff and the building to share with the child.
- The child/family is provided with opportunities to attend sessions in school as part of the normal transition arrangements provided to children joining the school and /or extra sessions as deemed necessary to aid transition in to the school. This protocol is followed if/when the child leaves the school or moves to a different class. Records are transferred to the new school/ or new class teacher.