

Welcome to Tupton Primary School's SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND)

Our school aims to:

- provide a caring environment based on mutual trust and respect
- provide a rich and stimulating learning environment
- enable each child to achieve confidence and success in a broad and balanced curriculum
- enable each child to live co-operatively with others, irrespective of age, gender, creed, class, colour or ability
- take into account the views of the children, parents/guardians and all professionals involved with the children

These aims apply to all our children regardless of race, gender, creed, ability or disability and provide the basis for all decision making within the school. Children with SEND, whether those needs relate to physical, behavioural or cognitive problems, will be afforded the same rights and responsibilities as other pupil members of the school's community. Please refer to our Inclusion Statement.

Tupton Primary School has a Pupil Admission Number (PAN) of 40 and there are currently **231** children on roll. We cater for children from 3 - 11 years of age.

Key People:

Head Teacher - Miss K Richards

SENCO - Mrs H Atkinson

SEND Governor - Julie Marriott

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Statements or Education, Health and Care Plans, and those without.

Our last OFSTED inspection was carried out in June 2015 and the school was graded as good.

Our Approach to Teaching Learners with SEND

At Tupton Primary School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

Our school:

- has effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014)
- has successful communication between teachers, children with SEND, parents of children with SEND, Teaching Assistants who run groups and outside agencies
- acknowledges and draws on parents' knowledge and expertise in relation to their own child
- is committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality

- has an effective review cycle that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle
- ensures that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning

The new **Code of Practice 2014** identifies 4 key areas of SEND:

- Communication and Interaction
- Cognition and Interaction
- Social, Mental, and Emotional Health
- Sensory and /or Physical

Identifying the Special Educational Needs of Pupils

Tupton Primary School knows that a pupil has a SEND in a variety of ways:

- parents may inform the school prior to or during admission
- outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- the class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme
- the assessment coordinator may identify patterns of progress which raise concerns
- through discussion at staff meetings

It may be that the school seeks additional information from consultation or assessments completed by outside agencies e.g. Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided'

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

The Class Teacher is responsible for:

- monitoring the progress of all children and identifying, planning and delivering any additional help your child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Individual Education Plans
- ensuring that the school's SEND policy is followed in the classroom for all the pupils they teach with SEND.
- liaise with outside agencies who may be coming into school to support your child's learning e.g. School Health, Paediatricians, Speech and Language Therapists

Mrs Holly Atkinson, SENCO, is responsible for:

- developing and reviewing the school's SEND policy

- co-ordinating all the support for children with special educational needs or disabilities (SEND)
- ensuring that you as parents / carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how your child is doing
- liaising with all the other people who may be coming into school to support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist
- updating the school's SEND register and making sure that records of your child's progress and needs are kept
- providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

Miss Richards, Head Teacher, is responsible for:

- the day to day management of all aspects of the school, including the support for children with SEND
- working closely with the SENCO and class teachers
- ensuring that the Governing Body is kept up to date about issues relating to SEND
- ensuring your child's needs are met

SEND Governor, who is responsible for:

- making sure that the necessary support is given for any child who attends the school who has SEND

What are the different types of support available for children with SEND in our school?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- 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, is able to do and understands
- different ways of teaching are in place so that your child is fully involved in learning in class, such as more practical learning
- specific strategies, which may be suggested by the SENCO or outside agencies, are in place to support your child to learn
- 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

Specific group work

Intervention which may be run:

- in the classroom or outside
- by a teacher or a Teaching Assistant (TA)

Intervention Programmes at Tupton Primary School include: Precision Teaching, Booster Reading, Fresh Start, 1st Class Maths and 1-1 talk time programmes

Specialist activities run by outside agencies (e.g. Speech and Language therapy , Behaviour Support)

- This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
 - Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
 - outside agencies such as 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 Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

How can I let the school know I am concerned about my child's progress in school?

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

If you continue to be concerned that your child is not making progress, you may speak to the SENCO or Head Teacher.

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

- Initially, the class teacher will approach you to discuss these concerns.
- 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 that you may have
 - plan any additional support your child may need
 - discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from Derbyshire Education Authority, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher decides on the deployment of resources for children with SEND in consultation with the SENCO and 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:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making expected progress and for whom Pupil Profiles are developed. These identify all resources / training and support for children with SEND, are reviewed regularly and changes made as necessary

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

School Provision

- Teachers are responsible for planning differentiated lessons to meet the needs of all pupils within the class setting.
- Teaching Assistants working with small groups or individual children.
- Small groups for interventions listed in our school offer.
- Teaching Assistants offering support for children with emotional and social development through Positive Play, Nurture or other social, emotional and mental health provision.

Multi Agency Provision including Local Authority Provision which may be delivered in school

- Support Service for children with Special Educational Needs (SSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Physical Impairment Support team
- Specialist Teachers for the hearing and visually impaired
- Parent Partnership

- Multi Agency Team

Health Provision which may be delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted for my child with SEND?

- Class Teachers 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, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

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

Your child's progress is continually measured by their class teacher.

- Progress in Reading, Writing and Maths is formally assessed each term.
- Progress is monitored regularly by the Head Teacher, SENCO and Class Teachers.
- At the end of KS1 (Year 2) and KS2 (Y6) all children are required to be formally assessed, and at the end of Reception they are assessed against the Foundation Stage Early Learning Goals. These are government requirements and the results are published nationally.
- Where necessary, children will have a Pupil Profile based on areas of identified need. Progress against these targets will be reviewed regularly and future provision amended as necessary.
- The progress of children with a Statement or EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision.

- The school will also check that your child is making good progress within individual work and targeted group work through:
 - book scrutiny
 - observations if thought necessary
 - data analysis

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

- The class teacher is available to discuss your child's progress, any concerns you have or to share information.
- The SENCO (Mrs Atkinson) is available to meet with you to discuss any concerns or worries you may have.
- All information from outside agencies / professionals will be shared with you by the person involved directly, or where this is not possible, in a report.
- You will be involved with setting new Pupil Profile targets.
- If required, a home / school communication book can be set up.

How is Tupton Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Disability Equality Scheme which includes our Accessibility Policy and Plan (see website).
- The school classrooms and disabled toilet are on one level, with easy access via a ramp to the lower door and wide doors to the main entrance.
- Our toilet is fitted with a changing couch.

- There is a disabled toilet area .
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children, including those with SEND.
- Extra curricular activities are accessible for children with SEND.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity or a school visit.

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

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible

If your child is joining us in Reception from a local pre school, or from home:

- the SENCO and or class teacher will visit the pre-school as appropriate and meet with your child, teachers, and parents.
- the SENCO and/or class teacher will make a home visit to develop a good working relationship. Outside agencies already involved may also be present.
- a book introducing the staff and setting may be produced if this would be beneficial to your child

- adaptations to the length of the school day, or a phased start can be arranged if this would be beneficial to your child

If your child is moving to a new school we will:

- contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- make sure that all records about your child are passed on as soon as possible
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new class this can be made for them

In Year 6:

- the SENCO and / or class teacher will discuss the specific needs of your child with the SENCO and / or class teacher of the child's chosen secondary school. In most cases, a Pupil Profile review meeting, where transition will be discussed, will take place with the SENCO from the new school
- as well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Tupton Primary School

- if your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school this can be made for them

How will we support your child's emotional and social development?

At Tupton Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Mrs Atkinson (SENCO) and Miss Dobson (Pastoral Manager) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- We have a very successful Anti Bullying policy, and Child Friendly Policy

What is the local offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
More information can be found on: www.derbyshire.gov.uk/SEND

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.