

# **SEND**

# **School Information**

# **Report**

**September 2017**



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This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

At St. Werburgh's Church of England Voluntary Aided Primary School we deliver a successful, broad, balanced, quality curriculum providing opportunities and success for all our children. We learn together within a caring, safe and friendly Christian school community where every child matters. Ours is a happy school where children prosper in a positive nurturing learning environment.

St. Werburgh's is an inclusive school where diversity is celebrated.

## **What is SEND and SEND support?**

SEND stands for special needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

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

### **Derby's Local Offer**

Within Derby there is much information about types of Special Educational Needs and Disabilities and services and provision available for those with additional needs. You can find information about what is available in Derby at [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer).

You can view our schools Local Offer description on our school website and on the [Local Offer education directory](#).

## **Who are the best people to talk to at our school about my child's difficulties with learning or SEND?**

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- writing Multi Element Plans (MEP), reviewing them once a term and sharing the information with you
- ensuring that the school's SEND Policy is followed in their classroom.

Other key staff:

SENCO: Mrs L Dean / Mrs E Feetham

Head Teacher: Mrs A Alton

SEND Governor: Mrs M Seal

Learning Mentor: Mrs A Barradell

They are responsible for:

- developing and reviewing the school's SEND Information report and policy
- coordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential

- providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

## The kinds of SEND provided for in our school are:

When identifying the nature of special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

St. Werburgh's Primary School recognises that a child may need support in more than one of these areas. We use our best endeavours and make reasonable adjustments to meet the individual needs of our children as they arise.

## How are children with SEND identified at our school?

Referring to the SEND code of practice: 0-25' 2014, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and Class Teacher. The relevant Key Stage Leader may also be involved, as may Teaching Assistants and the Learning Mentor, as appropriate. All of the information gathered from within the school will be carefully considered. Parents/carers will be notified

At St. Werburgh's we aim to contact parents/carers personally, speaking to you either at school or over the telephone. During the meeting we will discuss:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

When a child is identified as having SEND, the school will seek to remove barriers to learning and put provision in place. Support will take the form of a four part cycle:

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|---------------|---|
| <b>Assess</b> | an analysis of a child's need will be carried out by the class teacher and SENCO. Outside agencies may also be involved.                          |
| <b>Plan</b>   | if the school decides to provide the child with SEN support, parents/carers will be notified. All staff involved with the child will be informed. |

**Do** interventions/support will be delivered.

**Review** the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents throughout this process.

St Werburgh's CE Primary is a church of England voluntary aided school in the heart of Spondon village in Derby. We currently have 312 pupils on role, with an age range of 5 – 11 years.

## **What are the different types of support available at our school?**

Teachers have the highest possible expectations for your child and all the children in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues.

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- The class teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers adapt planning to support the needs of children with SEND.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Here at St. Werburgh's Primary School, we are proud to provide highly personalised learning.

### **Specific group work within a smaller group of children .**

This group, often called intervention groups may be;

- Run in the classroom or outside
- Run by a teacher or a teaching assistant who has had training to run these groups.

There are many interventions which take place, both for individual pupils and small groups, each appropriate to meet the needs of the children. Primarily, learning is focused upon the core skills of reading, writing, comprehension, spelling and shape, space and number but may also include specific areas for development which have been identified.

### **Specified individual support.**

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT, for example the opportunity to type as alternative to handwriting and appropriate 'mouse'
- Pre-teaching
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- A scribe for the pupil's work
- Furniture, for example a chair designed specifically for a particular pupil

From September 2014 this type of support will be provided via an Education Health Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from professionals outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with all the information about your child), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support that it is already providing.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how this support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

## Outside Agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## How we measure progress?

The child's progress is continually monitored by:

The Head Teacher, SENCO, Key Stage Leaders, Class Teacher and Teaching Assistants. through -  
Observations

Information from Parents

Foundation Stage Assessment/Profile

Target Data

Pupil Tracking Data

End of Unit Testing

SATs Testing

Multi Element Plans

Progress is reviewed at regular intervals and formally once each term. If your child is at SEND Support or has an EHC Plan, you will be invited to attend a termly meeting to discuss their progress as well as having the opportunity to speak to class teachers at parents evening.

The progress of a child with an EHC Plan is formally reviewed at an annual review.

The SENCO will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

## **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, in the first instance, speak with your child's Class Teacher who may also involve the SENCO and Learning Mentor if appropriate.

If you have concerns that your child has an unmet special educational need after speaking to the Class Teacher, you should contact the SENCO.

If you are not happy that your concerns are being managed and your child is still not making progress then you should speak to the Headteacher and then with the SEND Governor.

## **What support is there for my child's overall wellbeing?**

Here at St.Werburgh's Primary School we promote the spiritual, moral, cultural, mental and physical development of our pupils to prepare them for opportunities and experiences of later life. We recognise the link between social and emotional competencies and academic attainment, so highly value the work of our Learning Mentor. The role of the Learning Mentor is to develop and maintain effective and supportive mentoring relationships with children, young people and those engaged with them, while providing a complementary service throughout the school addressing the needs of children who need help to overcome barriers to learning both inside and outside school, in order to achieve their full potential and to enable the school to raise standards of achievement, improve attendance and raise standards of behaviour.

A range of strategies are implemented, based upon identification of areas of need, examples are...

- Good to be Green
- Year 6 Monitors
- Peer Mediators – Playground strategy (KS2 pupils)
- Counselling

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

Speech and Language Therapist

Educational Psychologist

Counsellor

Behaviour Specialist

Hearing Impairment Support Teacher

Visual Impairment Support Teacher

Physiotherapist

Occupational Therapist

## How is SEN&D support allocated to children at our School?

The Code of Practice 2014 states that:

*'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to a child of the same age.'*

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to Targeted SEN support when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- If targeted SEN support is not sufficient to meet the child's SEN then they will require support through Specialist SEN support. This stage comprises of the child accessing everything that is available at the previous stage plus the involvement of external professionals and specialist interventions.

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCO discuss information they have about SEND including:

- A child already receiving extra support
- A child needing extra support
- A child who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

A child will be taken off the SEND register if and when targets/outcomes have been achieved.

## Who else could support your child with SEND?

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Learning Mentor
- Educational Psychology Service / STePS
- Behaviour Specialist
- Counsellor

### **Paid for centrally by Local Authority/Health Service:**

- Speech and Language Therapy
- Occupational Therapy

- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

### **Voluntary Sector:**

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## **What support do we have for you as a parent/carer of a child with SEND?**

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SENCO and the Learning Mentor are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year. We will work with you to plan and review these and you will receive a letter inviting you to the meeting.
- We will meet with you 3 times a year to discuss how you think things are going
- We will hold meetings with outside professionals where and when appropriate
- We hold various events throughout the year including a Foundation Stage Parents Information evening, Year 6 information evening and SATS information evening meetings. This is in addition to two formal parents' evening meetings, usually held in November and February.
- We will share information with you about parent/carer support groups

## How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014

The school has a policy regarding the administration and management of medicines. Some children with particular medical conditions will have a care plan in place. Class teachers are aware of which children in their class have a care plan. Care plans are centrally stored.

All school staff have updates on conditions and medication affecting individual children and training, where appropriate, so that they are able to manage medical situations. For example the use of Epi Pens and Diabetes monitoring.

## How is our school accessible to children with SEND?

The building is accessible to children with physical disabilities via ramps.

We ensure that equipment used is accessible to all children regardless of their needs.

After school and extra-curricular provision is accessible to all children including those with SEND.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

## How will my child be supported through leaving this school or moving to another class?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

### If your child is moving to another school:

- we will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

### When moving classes in school:

- information will be passed on to new class teachers and teaching assistants who will be working with your child. All relevant information will be shared.

### Starting school

- Visits to school
- Parent interviews
- Parents information evening
- Share records from nursery settings

### **Transition from Key Stage 2 to Key Stage 3:**

- Head of Year and SENCO will visit your child's primary school.
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- extra support for tests, assessments and examinations will be considered as and when necessary
  
- 'Taster sessions'

### **How will my child be able to share their views?**

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has an EHC Plan, they will be involved in writing and reviewing their own outcomes.

All children have to the opportunity to complete questionnaires, both general, at the end of the academic year and about specific aspects of the school, for example World Book Day.

### **What training have the staff had about SEND?**

We recognise the need to train all of our staff on SEND issues and we aim to keep up to date with all relevant developments. The Head Teacher and SENCO ensure that training opportunities are matched to school development priorities and those identified through provision analysis. There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- differentiation,
- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the new Code of Practice,
- using specialist medical equipment such as epipen, defibrillator

Staff meetings focusing upon SEND address issues and seek to effectively utilise the expertise of staff.

### **What if I want to complain?**

St. Werburgh's Primary School has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to Mrs Alton. Please see the complaints policy for full details.

#### **Documents on the school's website include:**

- Complaints Policy

- Anti-Bullying Policy
- St Werburgh's Administration of Medicines Policy
- Disability and Equality Policy
- St Werburgh's Safeguarding Policy
- St Werburgh's Safeguarding Information about E Safety
- St. Werburgh's SEND Policy
- St Werburgh's Admissions Policy
- Accessibility Plan

## How do I contact school staff?

|               |                             |  |              |
|---------------|-----------------------------|--|--------------|
| SENCO         | Mrs L Dean<br>Mrs E Feetham | <a href="mailto:l.dean@stwerburghs.derby.sch.uk">l.dean@stwerburghs.derby.sch.uk</a><br><a href="mailto:e.feetham@stwerburghs.derby.sch.uk">e.feetham@stwerburghs.derby.sch.uk</a> | 01332 673827 |
| Head Teacher  | Mrs A Alton                 | <a href="mailto:head@stwerburghs.derby.sch.uk">head@stwerburghs.derby.sch.uk</a>   | 01332 673827 |
| SEND Governor | Mrs M Seal                  |  |              |