

LITTLE EATON PRIMARY SCHOOL

SEND INFORMATION REPORT

2024 – 2026

SEN Information

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

The SEND Code of Practice (2014) is Statutory Guidance on duties, policies and procedures relating to the Children & Families Act 2014 and covers the 0-25 years age range and has an emphasis on offering help at the earliest possible point. It is Child/Family Centred, and Outcome focussed to improve progress for children and young people with SEND and encourages a joint approach across all agencies.

The **four broad** areas of SEN, identified in the **Code of Practice (2014)** are: (click on each links to information on each area)

- Cognition and learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

All 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. Schools must "use their best endeavours" for children with SEND and they must "have regard to" the SEND Code of Practice. This means that they must follow it unless they can show that something else would work better. In addition, Ofsted will check on how well children with SEND are learning and how much progress they are making.

What is the local offer?

'The Children and Families Bill' became obligatory from September 2014. From this date Local Authorities and Schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND), 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.

Visit the Derbyshire Local Offer website to find out more information on how the Local Offer can help to support you and your family.

If your Child has Special Educational Needs, what can we offer at Little Eaton Primary School?

At Little Eaton Primary School, we embrace the fact that every child is different, and therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. Special Educational Need Provision is provided to meet a child's SEN that is 'additional to or different from' provision made for all children. We will follow a Graduated Approach to identifying and meeting pupil needs following the principles of Assess, Plan, Do, Review.

At Little Eaton Primary School, we have the following provisions in place:

- High expectations for all children in their class
- High quality teaching with a range of pedagogical approaches
- 1 to 1 Teaching Assistant and Teaching support

- That different ways of teaching are in place, so that your child is fully involved in learning in class
- Small group intervention work (reading, writing and maths)
- Personalised pupil progress targets
- Personalised resources and/or learning tasks
- Annual reviews for pupils with an Educational Health care plan.
- Transition schemes and close links with local secondary schools
- Working closely with carers and families to support the child's needs
- 1:1 and small group Positive Play and Talk Time interventions

Outside agencies involved with SEND pupils Little Eaton Primary School we may receive support from:

- Educational psychology
- Behaviour support services
- Support service for physical, hearing or sight impairments
- Support service for SEN
- Autism Outreach
- Speech and Language therapy
- Physiotherapy
- Occupational therapy
- Community and clinical paediatrics
- Children and adolescent mental health services

Effectiveness of Provision is monitored by:

- regularly reviewing school data for individual children
- using the OFSTED framework. This involves scrutiny of: Pupil achievement, Behaviour and Safety, Leadership and Management and Quality of Teaching
- Inviting the Governors of the school to be involved in this process, and it is reviewed throughout the year via learning walks and pupil voice
- Carrying out Pupil Progress meetings after each main assessment point to determine whether intervention is required for individual children and staff are closely involved to determine whether social intervention or academic intervention is required or a mixture of both.
- Ensuring all pupils who access an intervention are monitored closely using assessment and data. The impact of the intervention is then analysed to ascertain whether the progress made is below expected, expected or better than expected. This is completed through the use of Waves and IEPs.

Activities available to pupils with SEND

Children with SEND have full access to all activities during the school day and after school. Extra-curricular activities such as Sports and Music are fully accessible for all children.

Educational visits including residential trips are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. Discussion between parents and class teachers take place before trips to discuss special needs of children with SEND.

Support available for improving the emotional and social development of pupils with SEND

Positive Play and Talk Time are available for children on a one-to-one basis with an adult where any specific social needs can be addressed. Initially, the class teacher completes a profile for a child that is

causing concern. This profile highlights the social areas that need to be addressed. After they are addressed, parents are requested to give permission for these sessions and a discussion is held about the areas that would be addressed. Personal care is conducted discreetly encouraging children to be independent. Forest School sessions are also offered to some children to develop emotional and social skills.

Expertise and training of staff in relation to pupils with SEND

The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with SEND. Our Teaching assistants also have experience in specialised areas including autism, dyslexia etc. The school accesses a variety of services to ensure that all skills of the staff match the needs of the pupils. The SENCo supports the class teacher by sharing strategies, which may be appropriate for specific children.

Consulting with pupils about their Special Educational Needs

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014) We involve the pupils fully in this process by providing opportunities to regularly meet with named adults, working with adults in small groups or one-to-one, annual reviews and IEP reviews and target setting.

SEND and Assessment

Main assessment points are carried out three times a year to analyse the level that each pupil is attaining as well as ongoing teacher assessments. Governors are informed of the impact of the intervention and levels of progress are shared and discussed. Teachers work closely with support staff to regularly discuss children in their class and modify and adapt practice to best suit the child's needs. Where outside agencies are involved and there is a specific IEP / action plan in place for a pupil, parents are involved in the review process at least 3 times a year by meeting with the class teacher and SENDCO. This opportunity is used to discuss the targets that have been set and ways that parents can support their child at home. At the end of the academic year, a written report is sent to parents detailing progress. The SENCo and class teacher are available for appointments to discuss progress at any other time during the year.

Arrangements for supporting pupils in transferring between phases of education

We recognise that communicating with other schools is vital when a child with SEND is in the process of transferring to another school. We will contact the school and ensure that they know about any special arrangements or support that needs to be in place for the child. We ensure that all records are passed and if necessary, we support children during transition visits to their new school.

Staff from other school are also welcomed to observe the child in their current environment and they are able to discuss any issues with the class teacher and support staff. We also communicate with our Local Secondary School to inform them of any children with SEND who may require additional support

The Class Teacher

Responsible for:

- Ensuring that we provide an inclusive environment for all children at our school ensuring that all children feel equal and fully part of school life
- Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets in the Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the in-class support provided by teaching assistants, SSSEN (Support Service Special Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with SEND continue to receive a broad and balanced curriculum
- Teachers and support staff in each classroom discuss these children regularly and discuss the impact of intervention and are able to adapt strategies to make them more effective
- Sharing strategies with parents to support them at home with their child
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo/Head teacher:

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 are
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into 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 the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- 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 progress possible.
- The Headteacher will be responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SENDCo(s) are: Mrs. M Simmons and Mrs S Holmes (Miss Rouke)

Contact number: 01332 831471

Email: enquiries@littleeaton.derbyshire.sch.uk

The SEN Governors:

Mrs. Katie Maclean and Mrs. Natalie Hickman

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

Concerns about the provision of pupils with SEND

In the first instance please contact the class teacher. If concerns remain, we ask parents to speak to the SENCO/Head teacher. In the unlikely events that issues are not resolved parents should contact the Chair of Governors.

More information

Please see our School SEND Policy for a more information as to how we work as a school and alongside government guidelines to support children with SEND. This is available on the school website