Deer Park Primary School

Special Educational Needs and Disability (SEND) Information Report

Our Information Report describes the range of provision and support available at Deer Park Primary School for children who have an identified need when it is appropriate.

Deer Park Primary School is committed to ensuring that our school, and the curriculum we teach, is underpinned by a philosophy of inclusivity and a recognition of our duty to provide high quality provision and teaching to meet the individual needs of all of our pupils. Our approach to ensuring the progress and fulfilment of pupils with special educational needs or disabilities involves a close working relationship with these pupils and their parents, in order to deliver, within the resources available to the school, a personalised and collaborative approach to creating the best possible educational experience, and removing barriers to learning. At Deer Park we are constantly thinking about how we can improve our provision for our pupils. Therefore, this information will be regularly reviewed and updated as necessary. This Local Offer provides information on services available to support disabled children and children with SEN and their families. It will let parents/carers and young people know how the school will support them. It has been written with due regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014, updated in 2020).

Admission Arrangements

Our SEND Information Report should be read alongside our Accessibility Plan which is available on our Website. The Accessibility Plan demonstrates our commitment to offering admission to all children and giving access to our school prepared in accordance with paragraph 3 of schedule 10 to the Equality Act 2010, Section 6 of The Special Educational Needs Code of Practice 0 to 25 Years (2014, updated in 2020) and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate. Through this we:

- Increase the extent to which disabled children can participate in our school curriculum
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided by or offered by our school
- Looking at ways of improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

What are Special Educational Needs and Disabilities (SEND)?

The term 'special educational needs and disabilities' has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with SEND may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

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

We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'adapting the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEND.

The Code describes how help for children with special educational needs should be made by a step- by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

SEND could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school

- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

These are just examples.

How do Deer Park Primary School staff identify children who need extra help?
We know when pupils require help if:

- Concerns are raised by parents/carers, teachers or the child's previous school
- There is a lack of or slow progress
- There is a change in pupil's behaviour
- A pupil asks for help

What should I do if I think my child may have SEND?
If you have a concern about your child, the best person to talk to initially, is their class teacher. Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:
• the school thinks your child has difficulties;
• the school thinks your child has special educational needs;
• your child is able to work at the same level as other children of a similar age;
• your child is already getting some extra help; and
• you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher or head teacher or any other professional working with your child. Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps. If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations.

http://www.derbyshireparentpartnership.co.uk/
http://www.derbyshireparentpartnership.co.uk/special-educational-needs.php
http://www.derbyshiresendlocaloffer.org/
http://www.derbyshire.gov.uk/education/schools/special_educational_needs

We will provide an annual report for parents on their child's progress. Where a pupil is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We share information with parents at least three times each year. The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could include targeted work, additional support and letting the Special Educational Needs and Disability Coordinator (SENDCo) know as necessary.
- Making any necessary adjustments to learning that may be needed
- Writing targets, sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

In our school we also have a special educational needs coordinator, known as the SENDCO. The SENDCO in our school is Mrs Lugg. She can be contacted through the school office. Telephone: 01246 232696 Email: info@deerpark.derbyshire.sch.uk We also have a member of the governing body responsible for SEND and her name is Mrs Joanne Lee

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - 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, Behaviour Support, hearing support or other healthcare professionals.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Head Teacher Mrs Lupton. The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

How does Deer Park Primary School support my child?

Each identified child has a Support Plan or Behaviour Plan that is drawn up by the class teacher and SENDCo. They are all differentiated according to the child's specific needs under the title of SEN Support. SEN support provides practical advice on how to carry out statutory duties to assess, plan, review and improve outcomes for children and young people with special educational needs. This replaces School Action/

School Action Plus categories. If a pupil has needs related to a more specific area of their education or social skills, they may be placed in a small focus group. This will be run by a teacher or teaching assistant and will run for as long as is felt necessary. These interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision. These interventions are recorded on provision maps for each group. This is a record of interventions, timings and the cost of the intervention. The impact of the intervention is followed through group progress tracking grids. There is a clear focus at every level and every stage on a person-centred approach and the involvement of the child and their families with regular contact with parents at each stage in order that they are fully informed of progress and can contribute to the support offered.

Meetings for children with an Educational, Health and Care Plan (EHC) are held as a minimum of 3 times per year. These meeting involve any school staff involved with the child, outside agencies and parents/carers. During the meetings the child's progress is discussed and shared with the hope of highlighting any potential problems in order for further support. Occasionally, a pupil may need more expert support from an outside agency such as Speech and Language Therapy or the Educational Psychologist. Referral forms are completed in conjunction with parents/carers and forwarded to the appropriate agency. After a series of assessments, a programme of support is put in place for each individual child.

Further details are provided below.

Provision to support access to the curriculum/independent learning:

- Small group support in class from the teacher or Learning Support Assistant
- Access to learning through the appropriate differentiation of tasks and activities
- Visual support through the use of learning walls and table top resources
- Individual pupil targets which are shared with the pupil
- Additional resources when appropriate
- Peer to peer support
- Additional time to complete tasks
- Movement or sensory breaks
- Use of breakout areas
- Use of timers
- Now and next boards
- Visual timetables

Access to a supportive environment- IT equipment/resources:

- Use of interactive technology
- Access to computers
- Resources to support independent and multisensory resources
- Time out spaces
- Access to ELSA sessions or pastoral support
- Access to nurture provsion
- Access to a senior mental health practitioner

Strategies to support progress in Mathematics:

- Small group support in class delivered by the class teacher or Learning Support Assistant
- The use of maths interventions
- Provision of classroom resources which ensure learning is multisensory and practical

Strategies to support progress in Spoken Language, Reading and Writing:

- Small group support in class delivered by the class teacher or Learning Support Assistant
- Easy grip writing tools
- Individual and shared reading
- Handwriting support
- Provision of classroom resources which ensure learning is multisensory and practical
- Language link assessment
- Reading age checks
- Fine motor control boxes and activities

Behaviour Support:

- Whole school implementation of the school's Behaviour Policy
- The implementation of Key Adults to support children with their behaviour
- Team around the child approach used to ensure consistent empathetic support is given to children
- Bespoke provision for children who may need short or long-term packages of support
- Referral to external agencies when appropriate e.g. Educational Psychologist, Counselling and Therapy Services, CAMHS
- Access to senior mental health practitioner

Personal, Social, Health and Emotional Support:

- The school works closely with families and external agencies to offer appropriate support when needed
- The Senior Mental Health Lead works with children and families to support them in their social, health and emotional wellbeing. They are responsible for whole school strategic implementation as well as early intervention for pupil who need support
- ELSA trained member of staff who can lead one to one sessions with pupils who require additional support
- Nurture trained member of staff who runs a nurture session twice per week for a maximum of 8 children from across the school.
- Time to talk sessions
- Peer Listener support

Sensory and Physical Needs:

- Referral and support from the relevant support agency: occupational therapist; physiotherapist; Visual/Hearing Impairment Team
- Implementation of specific programmes by the child's class teacher or Teaching Assistant
- Provision of support resources such as writing wedges, pencil grips and overlays
- Modification of organisation, routine and environment to ensure accessibility

Access to medical Interventions:

- All staff trained in First Aid, including Paediatric First Aid
- Information, including photographs of children with specific medical conditions, displayed in the staffroom and shared with all staff
- Staff appropriately trained to meet the needs of children with any specific medical conditions
- All classes have an up to date medical register
- Individual protocols for children with significant medical needs

Speech Therapy and Language support:

- Referral and support from Speech and Language therapist
- Implementation of specific programme/intervention by child's class teacher – language link
- Additional support provided within the classroom to ensure children access all areas of the curriculum

Planning and Assessment:

- Class action plans
- Individual pupil targets
- Adapted learning activities
- Multisensory opportunities for learning throughout the curriculum
- Teachers incorporate advice and guidance provided by professionals into the planning of lessons
- Coordinated approach between SENDCo, class teachers and Learning Support Assistants
- Termly pupil progress meetings
- Continual assessment of progress and achievement against national expectations and individual pupil targets

Provision of Specialist Support:

- Early identification of need and referral to external support agencies and professionals
- Regular communication between support agencies and professionals
- Sharing of professional reports with parents/carers

Monitoring and evaluating the impact of support and intervention on the progress and outcomes for children with SEND:

- Termly pupil progress meetings
- Monitoring of individual pupil targets by the SENDCo
- Monitoring report given to the SEND Governor
- Termly meetings with parents/carers to review their child's progress and share new pupil targets
- Lesson observations and learning walks
- Planning and work scrutiny

How will the curriculum be matched to my child's needs?

All teachers differentiated their planning to closely match the children's ability and learning needs. When a child has been identified with SEND their work is further differentiated by the class teacher to remove any barriers to learning and enable them to access the curriculum more easily. A teaching assistant many be allocated to work with pupils to target more specific needs. If appropriate specialist equipment

may be given to a pupil e.g. writing slopes, pencil grips or easy to use scissors.

How can I follow my child's progress?
You will be invited to attend three parents meetings per school year where the progress sheets will be discussed and reviewed (these are separate from the traditional parents' evenings and give more time to discuss your child's needs and progress). Class teachers are regularly on the playground before and after school if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SENDCO or Mrs Lupton by visiting the school office.

How will the school help me to support my child's learning?
At parents' meetings and on the progress sheets teachers will set targets to show you where children need extra support. If you feel you need more support in helping your child, please make an appointment to discuss this with your teacher.

What support will there be for my child's overall well-being?
The school offers pastoral support for children who are encountering emotional, social and behavioural difficulties. Class teachers are also available to discuss any issues and concerns the children may have.

Pupils with medical needs
If a child has a medical need then a Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the child. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medical form is completed.

What specialist services are available to the school?
At times it may be necessary to consult with outside agencies to receive their more specialised expertise.
The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist
- Behaviour Support Service
- Child & Adolescent Mental Health Service (CAMHS)
- DCC Inclusion Team
- Social Services
- Speech and Language Therapy
- School Nurse
- ISAS

In addition to services provided by the school Derbyshire Local Authority have created a website that provides details of many of the services that are available. This is called the Derbyshire SEND Local Offer. Derbyshire's Local Offer also includes leisure and activity providers, health and care services, education providers and support groups. Please go to www.derbyshiresendlocaloffer.org

What training are the staff supporting children and young people with SEND had or having?

Mrs Lugg, the SENDCo, is receiving training in the areas of SEND and has achieved the 'National Award for SEND co-ordination'.

All staff have received some training related to SEND. They have been trained in:

- Physical Literacy
- First Aid
- Use of epi-pens
- Epilepsy Training
- Autism Awareness
- Positive Play
- Using Social Stories
- Behaviour Management
- Reading with SEND
- Hearing Impairment
- Kagan
- Positive behavior management
- Transactional analysis
- Use of small steps frameworks for assessment and autism frameworks
- Use of Quest assessment
- We are also all currently working towards the Inclusion Quality Mark Award.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are made available to all children in school. Risk assessments are carried out and procedures put in place to enable all children to participate. If a health and safety risk assessment suggest an intensive level of 1:1 support is required, an additional member of staff may be asked to accompany the child.

Residential visits carry a substantially different amount of risk and these will be assessed on an Individual basis. The school may need to make adaptation to allow the child to safely access the experiences.

How accessible is the school to children with disabilities?

As a school we are happy to discuss individual access requirements. At present the school is generally wheel chair friendly. Where steps are encountered there are ramps in school to make the site accessible to all. We have a disabled toilet in school. The school has Accessibility Plan which is available to view on the school website. Steps in place in the school prevent disabled children being treated less favourably than other children in the school.

How will the school prepare and support my child when joining Deer Park Primary School?

At Deer Park Primary School we understand that beginning school or moving to a new school can be a difficult time, therefore we have put strategies in place to enable transition to be as smooth as possible. On entry to the school a programme of visits is planned for the summer term for all pupils starting in September. These include visits with parents, visits with pre-school and visits to their new class without parent/carer. Parents/carers are invited to attend a new starters meeting at the school so that they know what to expect and are encouraged to share any concerns and ask questions. Mrs Barnes is responsible for our early years setting and visits to children at home prior to beginning school in September can be arranged.

How are the school's resources allocated and matched to the children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Further funding may be allocated by the Local Authority to your child following assessments by outside agencies. Funding may be used to buy in additional support.

In addition, a personal budget is an amount of money identified to deliver parts of the provision set out in an EHC plan. Families can request a personal budget as part of the planning process in drawing up Plan or at Annual Review. This will be decided by the Local Authority.

Deer Park Primary School will have a role in providing support information to parents who have opted for personal budgets. As part of their local offer, local authorities set out a co-produced local policy for personal budgets that includes a description of the services across education, health and social care that currently lend themselves to the use of personal budgets, how that funding will be made available, and clear and simple statements of eligibility criteria and the decision-making processes that underpin them. Personal budgets will only ever be for agreed provision in the EHC plan – if Derbyshire Local Authority does not agree with how the parent proposes to use the budget they will not include it in the plan - parents cannot simply use to spend as they wish, other than any flexibility of use written into the plan. They do not include funding for the school place, and will not include targeted support managed by the school or other learning provider to offer additional learning support to individuals, classes or groups of pupils and students – the support that the school is expected to provide as part of the local offer.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.
This may be through:

- Regular discussions with the class teacher on a needs basis. These prove useful so that any areas of concern that a parent may have with regard to their child's ability to access the curriculum can be addressed effectively. The school operates an open-door policy with parents in order that they can arrange mutually agreed meetings as and when any concerns are raised.
- During parents' meetings
- During discussions with Mrs Lupton or Mrs Lugg

How will Deer Park Primary School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children and families to visit the school prior to them starting. During this visit they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the transition process.

When your child transfers to Secondary School we liaise closely with their new school ensuring all relevant paper work is passed on. Meetings are held to discuss children's additional needs. If a child has an Educational Health Care Plan then the annual review meeting will be used to support the transition and staff from both schools will attend

.

Who can I contact for further information?

If wish to discuss your child's educational needs or are unhappy about something regarding

your child's schooling please contact one of the following:

- Your child's class teacher
- Mrs Lugg (SENDCO)
- Mrs Lupton (Head Teacher)

  Appointments can be made through the school office. Tel: 01246 232696