



SEN Information Report 2015

Introduction:

Arkwright Primary School has an inclusive approach to mainstream education where children, regardless of ability or social background, are afforded all of the same opportunities as their peers. We are supported in this by the Derbyshire Local Education Authority to ensure that all pupils, regardless of need, achieve the progress that they are expected to and are capable of.

Within special educational needs, the Code of Practice (2014) outlines four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

More details of the areas of need can be found in our Special Educational Needs Policy as well as information on how the school decides on and evaluates the type of provision that is put in place.

The Local Authority Local Offer - What is it?

In light of Government changes to the Code of Practice and the Children and Families Bill 2014, 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 (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 in understanding the range of services and provision in the local area.

Follow the link to the Local Offer on the Special Educational Needs page of the website.

The local offer is available at www.derbyshiresendlocaloffer.org

Please see the following, which is an easy guide to the changes in SEN for young people:

<http://tinyurl.com/q9zgsx8>



Special Needs at Arkwright Primary School

Arkwright Primary School is a mainstream, fully inclusive school where all classes are of mixed ability. Teachers provide work that is suitably differentiated to match the ability of each group. This is achieved through the effective deployment of a wide range of staff, resources and materials.

If your child has special educational needs or additional needs, the school follows the Code of Practice to ensure that inclusion is achieved and progress is made. Parents will become informed that their child is being registered on the special needs register and will have the opportunity for an informal meeting with the class teacher and/or the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to discuss the type of provision that can be put in place to aid progress in their area of difficulty.

Depending on the level of support your child receives, they may have an Individual Education Plan (IEP) which sets achievable SMART targets in smaller steps to achieve progress and development. Children play a central role in evaluating their progress and helping to determine future targets. The IEPs are reviewed three times a year and parents are invited and encouraged to attend these meetings.

Some children require the support of specialist agencies such as Speech and Language Therapists, Counsellors, Physiotherapists, Occupational Therapists etc. If this is the case for your child, parents will be kept fully informed of the process. We at Arkwright Primary School pride ourselves on establishing and maintaining close communication and links between families, school and outside agencies making sure that your child remains the central focus of all our efforts.

The member of staff responsible for special educational needs provision in school and support for staff and parents is: Mrs Wallace

Contact: 01246234018 or info@arkwright.derbyshire.sch.uk FAO Mrs Wallace/SENDCo

The member of staff with overall responsibility for Safeguarding is: Miss Seward

Contact: 01246234018 or info@arkwright.derbyshire.sch.uk FAO Miss Seward



Intervention provision map for Arkwright Primary School 2015-2016

Communication and Interaction provision

Social stories

Home/school communication book

Every Child A Talker (ECAT)

Small group work

1:1 TA support following Speech and Language Therapy programmes.

Sensory and Physical Provision

Disabled toilet.

Disabled toilet with changing facilities.

Disabled parking.

Access to Children's Centre sensory room.

Staff trained in Moving and Handling.

Clever fingers box

Cognition and Learning provision - Literacy

Physical Literacy

Every Child A Mover (ECAM)

5 minute box

Toe by Toe

Read Write Inc

Adult support in lessons

Cognition and Learning provision- Numeracy

Adult support in lessons

Numicon

5 minute box

1st class at number

Emotional, Social and Mental Health provision

Nurture group

Listening Ear

Lunchtime monitors/buddies

PSHE/circle time

Socially speaking

School reward scheme

Pleasley Vale 'I can do it' project.



Frequently asked questions

Who can I talk to if I have a concern about my child's progress or if my child has a special educational need?

The class teacher

Responsible for

- 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 and Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term, in conjunction with the SENDCo.
- Personalised teaching and learning for your child as identified on the school's provision map.
- ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENDCo: Mrs Wallace

Responsible for

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).

Ensuring that you are

- i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people 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 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 Head teacher: Miss Seward

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 SENDCo 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 SEN Governor: Mrs Gould

Responsible for

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

School contact telephone number: 01246234018



Frequently asked questions

What support is available at Arkwright Primary School for children with SEND?

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

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) 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.
- The new SEN policy 2014, states that the class teacher must ensure all children make at least expected progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENDCo/Inclusion Manager/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, Behaviour Support Team or sensory support teams (visual, hearing, physical).
- 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 you to understand your child's particular needs better and be able to support them more effectively 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.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and 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 and intervention groups.

Your child will also need specialist support in school from a professional your child will also need specialist support in school from a professional outside the school.

- This may be from Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Services
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services 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 request has been made to the SAMg Panel (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), 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. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, 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 Education 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 EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.



Frequently asked questions

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

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.



Frequently asked questions

How is extra support allocated?

The school budget, received from Derbyshire LA, includes money for supporting children with SEN.

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 SENDCo 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 as much progress as would be expected.

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 changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



Frequently asked questions

How do teachers work with children with SEND and what training have they had?

The SENDCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues which have recently included:
 - Autism Spectrum Disorder
 - ADHD
 - Dyspraxia
 - Dyslexia
 - Health care plans
 - allergies
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Support Service for Special Educational Needs (SSSEN) and the Local Authority.



What support can I access as a parent?

- 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 can be used.
- The SENDCo is available; Wednesday mornings and also Wednesday, Thursday and Friday after school, to meet with you to discuss your child's progress or any concerns/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 such as IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual 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.

- Parents can also access support and guidance from SEND information, advice and support service. Details of this service are on the Derbyshire local offer website.



Frequently asked questions

How is Arkwright primary accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- There are three disabled toilets. One disabled toilet has changing facilities.
- We ensure where ever 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, including Residential trips, are accessible for children with SEND.



Frequently asked questions

How we will support your child during transition?

If your child is joining us from another school:

- The SENDCo may visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Arrangements for additional visits/sessions with their new class teacher can be made if appropriate.

Year 6

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

- Additional visits can be arranged if appropriate and transition arrangements started earlier in the school year.



Frequently asked questions

How will we support your child's emotional needs?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- An in-school nurture group run by a trained teaching assistant. This is a 1:1, 1:2 or 1:3 ratio group where children are taught the skills needed to build their social and emotional skills.
- Lunchtime and playtime support through our Buddy and Play Leader Schemes which are overseen by members of staff trained in such interventions.
- A whole staff with training and experience in listening and guiding children to develop their social and emotional skills.
- A trained 'Listening ear' counsellor that offers support for children experiencing short term emotional difficulties.

If your child still needs extra support, with your permission the SENDCo will access further support through the Team Around the Family (TAF) process or involvement of counselling agencies such as CAMHs.



Frequently asked questions

How will my child's progress be monitored?

Your child's progress will be continually monitored by their class teacher.

- His/her progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an IEP based on targets set by school staff and/or outside agencies specific to their needs. These targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.