

Riddings

Junior School

Special Educational Needs (SEN) Information Report

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1. Derbyshire Local Offer

Many Derbyshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supportedby Emnbark Federation and the Local Authority (LA) to ensure that all pupils, regardless of their needs, make the best possible progress in school.

Riddings Junior School, like all schools aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met inwherever possible.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* was enacted in 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 the children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for helping parents understand the rangeof services and support in our local area.

http://www.derbyshiresendlocaloffer.org/

The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEN Pupils as determined by school policy, and the provision that the school is able to meet.

2. What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN 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.

Children with SEN 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 toand behave with other people.

Many children will have SEN of some kind at some time during their education. Parents, schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily, however a few may need extra help for some or all of their time in school.

Special Educational Needs might mean that a child has difficulties with one or more of the following:

- 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
- A sensory or physical need which may affect them in school.

3. Responsibilities for Special Educational Needs

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/Disabilities Co-ordinator (SENCo) know as necessary.

- Writing Pupil Progress targets/Individual Education Plans (IEP's) 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'sprovision map.

- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

SENCo: Mrs Godfrey responsible for:

- Developing and reviewing the school's SEN policy.

- Co-ordinating all the support for children with special educational needs ordisabilities (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.
- Mrs Godfrey provides professional guidance to staff in the school with the aim of securing high quality teaching for children with SEN, she also works closely with professionals who provide a support role to families to help ensure that pupils with SEN receive the appropriate support and high quality teaching in order to raise the achievement of children with SEN.

The Head teacher: Mr. D Cates 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 SEN Governor: Mr S. Henstock responsible for

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

School contact telephone number: 01773 528492

4. What to do if you have concerns/worries

If you think your child may have a special educational need that has not been addressed, you should talk to your child's class teacher in the first instance, and then to Mrs Godfrey, the SENCO.

You will be able to talk over your concerns. Staff can explain what happens next. Working together with your child's teachers will often help resolve any worries and problems. The closer we all work together 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 consult parents about all the decisions that affect their child. If you have concerns or worries at any time, please share them with your child's teacher. If however you would prefer to talk to someone who is independentand knows about special educational needs, you can get advice and information from the local Parent Partnership service.

http://www.derbyshireparentpartnership.co.uk/

01629 533668
Mon - Fri 9.30 - 3.00

Where a pupil is receiving SEN support, we talk to parents regularly to review progress and set new targets, and discuss the, both at home and in school that will help. We also seek to establish the pupil's own views on how they can be best supported through discussions itself, or gathering their views before any review.

5. Support for SEN in our school

We place great importance on identifying special educational needs as early as possible so that we can support them quickly.

We know that children will make progress at different speeds and learn in different ways so teachers take account of this by carefully planning how they organise lessons, the classroom, the books and materials they give to each child and the way they teach.

All teachers choose the most appropriate ways to help each child learn from arange of activities and resources - this is often described as 'differentiation'.

Children who are making slower progress or having particular difficulties in one area might also be given extra help or an alternative lesson to help them succeed, this might include

'catch-up' sessions and other kinds of support. Just because a child is making slower progress than expected or the teachers are providing different support, does not mean that a child has SEN.

In school we operate what is known as a step-by-step or **'graduated approach'** to supporting children with SEN. This recognises that children learn in different ways and can have different kinds of levels of SEN.

Therefore a step by step approach means that extra or different help could bea 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 this approach for only ashort time or for many years, perhaps even for the whole of their education.

We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs.

Help for children with SEN will usually take place in the class, sometimes with the help of other adults and occasionally with outside specialists, although a number of our support lessons (interventions) are taught in other classrooms.

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As a school we make full use of guidance including the Derbyshire Friendly Files (for Autism and Dyslexia), the DCC Descriptors of SEN and the Inclusion Development Program (IDP) materials (all available to view at www.nasen.org.uk)

One of the SENCo's roles is to support the class teacher in planning forchildren with SEN.

• The school provides training and support to enable staff to improve the teaching and learning of children, including those with SEN. This includes training on SEN issues, such as Autism Spectrum Disorder (ASD) and speechand language difficulties.

• 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 Autism Outreach Team.

Only a few pupils will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils. This forms part of the **Graduated Response.**

We assess each pupil's current skills and levels of attainment on entry, building on information from their infant school where appropriate.

Class teachers, supported by the SENCo and leadership team make regular assessments of progress for all pupils.

Identification and assessment of pupils' SEN might include:

- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic tests
- Observational checklists
- Other assessment which might involve:
    - Observing and recording responses in different environments
    - Identifying strengths and weaknesses
    - Identifying learning rates and learning styles

We also assess progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

6. How we decide whether to make special educational provision

In deciding whether to make special educational provision, the teacher and SENCO consider all the information gathered about the pupil's progress, alongside national data and how we would expect a child to be progressing.

For higher levels of need, we draw on specialised assessments from other professionals, for example the Educational Psychologist. This information gathering includes an early discussion with the pupil and their parents.

Where a pupil is identified as having SEN, we aim to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which decisions and actions are assessed and then changed, if need be.

Regular disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, we will look with parents to decide if there are other factors at work that are causing these difficulties. If issues exist that might lie outside of school then we may refer to other agencies such as the local Multi Assessment Team (MAT).

English as an Additional Language

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at the whole child to establish whether lack of progress is due to a lack of English or whether there is a learning need. Difficulties related solely to limitations in English as an additional language are not SEN.

7. Requesting an Education, Health and Care needs assessment

SEN support is adapted or replaced depending on how effective it has been inachieving the agreed outcomes.

Where, despite school having worked closely with parents to take action to identify, assess and meet the need, a child has not made expected progress, the school or you as parents can consider requesting an Education, Health and Care needs assessment. To help in this process the local authority needs to see evidence of the actions taken by the school as part of SEN support.

8. How we support children at transition times

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

If your child is joining us from another school:

The SENCo will discuss your child with their previous school and gather information as to what support would be beneficial.

Your child will be able to visit our school and stay for a taster session (or more), if this would help.

If your child is moving to another school:

We will contact the school SENCo 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 SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving years 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. We also run 3 transition days in the summer term where your child will spend a day with their new teacher.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's

secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition,to support their understanding of the changes ahead. 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 to support them inunderstand moving on, then one will be made for them.

9. <u>Support for improving emotional and social development.</u>

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves ina number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- In-school Nurture and Positive Play provision, run by highly trained teaching assistants. These follow the appropriate principles and are run on a needs basis.

- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo may access further support through the Early Help Assessment process.

10. <u>Complaints regarding our SEN provision</u>

This process follows that of our complaints policy however the best avenue for raising concerns is always through the class teacher in the first instance and then with the SENCo. If you feel that your concerns have not been addressed then it is often useful to talk to Parent Partnership and then use the schools' complaints policy.