



Inkersall Primary Academy

Special Educational Needs and Disability Information Report

2020-2021

The Local Governing Body of Inkersall Primary Academy adopted this policy statement in

September 2020 and will be reviewed no later than Autumn 2021

Welcome to Inkersall Primary Academy's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

Our school values ensure that all members of the school community are committed to working in partnership and this includes: parents, pupils, school staff, governors, outside agencies and the wider community.

Inkersall Primary School currently has 381 children on roll. We cater for children from Nursery to Year 6.

Key People:

Principal – Mrs Allison

SENDCo – Miss Harbottle

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our Approach to Teaching Learners with SEND

At Inkersall Primary Academy we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- Through the Parent Meetings the children are encouraged to take an increasingly active role in their targets, progress and next steps
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle

- We ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning

The new **Code of Practice 2014** identifies 4 key areas of SEN:

Communication and Interaction

Cognition and Interaction

Social, Mental, and Emotional Health

Sensory and /or Physical

Identifying the Special Educational Needs of Pupils

Inkersall Primary Academy knows that a pupil has an SEN in a variety of ways.

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme
- Behaviour tracking system to see if a child is continually struggling with their emotions and concentration

It maybe that the school seeks additional information from a screen by a specialist teacher e.g. a dyslexic screen, additional consultation or assessments completed by outside agencies eg; Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided.

Who are the best people in school to talk to about my child’s difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher

Responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary

- Assertive Mentoring Meetings / Individual Education Plans
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND

Miss Harbottle – SENDCo

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 parents / carers are:

1. Supporting your child's learning
2. Kept informed about the support your child is getting
3. Involved in reviewing how your child is doing

- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept

Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

Mrs Allison – Principal

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 your child's needs are met

What are the different types of support available for children with SEND in our school?

- 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.
- 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.
- 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.

Specific group work

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).
 - Specialist groups run by outside agencies e.g. .Speech and Language therapy , Behaviour Support

SEN Code of Practice 2014: School Support (SS)

- This means they have been identified by the SENDCo / 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 or Sensory Service (for students with a hearing or visual need)
 - 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 yourself understand your child's particular needs better and be able to support them better 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:
- 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 speak to your child's class teacher initially

If you continue to be concerned that your child is not making progress, you may speak to the SENCO

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

- If your child is identified as not making progress, the school will set up meeting to discuss this with you in more detail and to:
 - listen to any concerns that you may have
 - plan any additional support your child may need
 - discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Principal, will decided on the deployment of resources for children with SEND in consultation with the SENDCo, on the basis of needs in the school
- The Principal 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 and Provision Maps which for SEND identifies all resources / training and support are reviewed regularly and changes made as necessary

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo's job is to support the class teacher in planning for children with SEND
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e.: Autism Outreach
- Staff who are new to the school follow an induction programme, which includes training and information on SEND.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher

- Progress in Reading and Numeracy is formally assessed each term through the NFER for reading and Power maths for numeracy, while writing is teacher assessed.
- Progress is monitored regularly by the Principal, SENCO and Senior Leadership Team
- At the end of KS1 (Year 2) and KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- Where necessary, children will have a Learning Plan based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- The SENDCo will also check that your child is making good progress within individual work and targeted group work
- Book looks
- Observations/visits to classrooms
- Data analysis

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information

The SENDCo (Miss Harbottle) is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)

- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report
- Learning targets will be shared with you
- If required, a home / school communication book can be set up

How is Inkersall Primary Academy accessible to children with SEND?

- The school is fully compliant with DDA requirements
- We have an up to date Accessibility Policy and Plan
- The school is accessible
- There are 2 disabled toilet/changing area
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

How will we support your child when they are leaving this school? OR moving on to another class?

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

If your child is moving to a new school:

- We will contact the SENDCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo 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
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Inkersall Primary School

How will we support your child's emotional and social development?

At Inkersall Primary Academy, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher will liaise with Miss Harbottle (SENDCo) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance.

What is the local offer?

- The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; www.derbyshire.gov.uk/SEND

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Principal or SENDCo who will be able to advise on formal procedures for complaint.