



# **SEND**

## **School Information Report**

### **2019-2020**

**Dated: Autumn Term 2019**

**Review Date: Autumn Term 2020**

This document has been written within the context of the ethos of our school.

At Firs Primary School we value and appreciate our very diverse community and believe that every child has the potential to achieve academic success. Through our curriculum and ethos, we support each child to feel loved, enabling them to achieve social and emotional wellbeing.

We are proud of all of our children and endeavour to make them feel proud of themselves, school and their cultural heritage, recognising their individuality, personal strengths and creativity.

As part of our 'Firsy' Family, we encourage positive attitudes, independence and high aspiration, ensuring every member of our family knows the value they can add to society.

### **What is SEND and SEND Support?**

SEND stands for '**S**pecial **E**ducational **N**eeds and/or a **D**isability'.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special provision that is different from, or additional to, that normally available to CYP (Children & Young People) of the same age.'

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

### **Derby's Local Offer**

Within Derby there is much information about the types of Special Educational Needs and Disabilities, and services and provision available for those with additional needs. You can find information about what is available in Derby at:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

You can view our school **Local Offer** description on our school website:

[www.firsprimary.derby.sch.uk](http://www.firsprimary.derby.sch.uk) and on the **Local Offer** Education Directory.

### **Who are the best people to talk to at our school about my child's difficulties with learning / SEND?**

The class teacher is responsible for:

- Checking on the progress of your child.
- Identifying, planning and delivering the differentiated curriculum for your child in class, as required.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom.

SENCO: Mrs R Blurton and Mrs P Hunt

SEND Governor: Mr A Repesa

Other key staff: Mrs P Martin - Headteacher

Miss L Pugh - Assistant Headteacher

Mrs C Mugglestone - Safeguard Manager

Miss L Talbot - Learning Mentor

### **SENCO Contact Details:**

Telephone: 01332 346230

Emails: [rblurton@firsprimary.derby.sch.uk](mailto:rblurton@firsprimary.derby.sch.uk) and/or [phunt@firsprimary.derby.sch.uk](mailto:phunt@firsprimary.derby.sch.uk)

They are responsible for:

- Developing and reviewing the school's SEND information Report/Policy.
- Co-ordinating all support for students with Special Educational Needs and disabilities.
- Updating the schools SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and confidential.
- 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 possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child, eg Educational Psychologists, Behaviour Support Service, Social Care and Health Service.

### **The kinds of SEND provided for in our school are:**

When identifying the nature of a child's special educational needs, the four areas of need are taken into account:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and / or Physical Needs.

The school recognises that the child may need support in more than one of these areas:

### **How are children with SEND identified at our school?**

Referring to the SEND Code of Practice 0-25 2015, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or addition to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given for their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example those in care and / or eligible for pupil premium funding.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and the class teacher to consider all the information gathered from within the school.

Parents will be notified of the meeting by letter, where the following will be discussed:

- The child's areas of strengths and difficulties.
- Any parental concerns.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four part cycle, as follows:

**Assess** - an analysis of the child's needs will be carried out by the teacher and SENCO. Outside agencies may also be involved.

**Plan** - if the school decides to provide the child with SEN support parents will be notified. All staff involved with the child will be informed.

**Do** - interventions / support will be delivered.

**Review** - the effectiveness of the intervention / support will be reviewed regularly.

We aim to work with the child and parent throughout this process.

### **Our School is:**

Firs Primary is a two-form entry school in the 'Inner City' area of Derby. It serves a transient, diverse community across the city. We aim to provide a happy and secure environment through which all of our children and staff can develop and achieve their full potential.

## What are the different types of support available in school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCO, or other professionals, working with your child are in place to support your child in learning.

Specific group intervention.

- This could be reading, reading comprehension, phonics, numeracy, social skills, and speech and language interventions. These could be delivered by a teacher or teaching assistant.

Adaptations to the curriculum or learning environment may be made to remove barriers to learning; things such as:

- Sitting at the front of the classroom.
- Using enlarged resources.
- Use of IT.
- Use of specific bought-in programmes; eg Speech Link, Colourful Semantics, Communication in Print.
- Visual timetables provided.
- Sound field systems used.
- Having someone scribe your child's work.

There are many more that may be put in place, depending on the needs of the individual pupil.

## Outside Agencies

You may be asked to give permission for your child to be referred to a specialist professional, eg Educational Psychologist. This will help the school and you to understand your child's needs better, and so support them effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## **How we measure progress?**

Children's progress is continually monitored by teachers, teaching assistants, subject leaders, the Senior Leadership Team as well as the SENCO. Progress is reviewed at regular intervals, and formally once each half term. If your child is at SEND support or has an EHC (Educational Health Care) Plan, you will receive a termly report on their progress, as well as having the opportunity to speak to subject leaders at a parent's meeting.

The progress of a child with a statement / EHC Plan is formally reviewed at an annual review.

The SENCO will also monitor that the child is making good progress in any targeted work, while also monitoring the effectiveness of the provision of interventions.

## **Evaluating effectiveness**

The SENCO and School Leadership Team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the child's needs, and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 Code of Practice.

## **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, in the first instance, speak to your child's class teacher. If you have concerns that your child has unmet special educational needs after speaking to the class teacher, you should contact the SENCO.

## **What support is there for my child's wellbeing?**

The moral and social development of our children is a strength of Firs Primary School. Our pupils show respect for one another and for the staff: they are able to tell right from wrong; and develop caring, responsible attitudes. Through Personal, Social and Health Education and Citizenship, our children develop the knowledge, skill and understanding they need to lead confident, healthy, independent lives.

Our aim is that the children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Some children have additional social and emotional needs which can be displayed in behavioural and social difficulties. For these children, we are able to offer pastoral support, alternative provision and family learning sessions. This additional support may also involve working alongside agencies such as 'Behaviour Support Team' or 'Educational Psychology'.

Support is also offered to pupils at playtime and lunchtime. This is done by supervising adults and Pupil Mentors, who will support children while playing and participating in games activities.

The school considers bullying to be undesirable and unacceptable. As such, all members of our school community will be listened to and taken seriously, because everyone has the right to work and learn in an atmosphere that is free from fear. All of our children are taught that they should talk to an adult if they are worried about bullying, and that they have a right to expect that their concerns will be listened to and treated seriously.

### **How is SEND support allocated to children in our school?**

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision that is different from, or additional to, that normally available to CYP of the same age.’:

- Children who are under achieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support (previously School Action) when, despite accessing catch-up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject, we would investigate using the graduated response for an extended period.
- Children with more complex needs, who may also require support from outside agencies, would be classified as SEND support (previously School Action Plus).

The school budget is received from ESFA (Education and Skills Funding Agency), which includes funding to support children with SEND. An amount is allocated per pupil on the SEND register per academic year, which is called SEN Notional Funding. Schools need to determine how to use this money to support the progress of children with SEND.

The Headteacher decides on the budget allocation for SEND, in consultation with the school governors, on a basis of needs within the school. The Headteacher, School Business Manager and SENCO discuss information they have about SEND including:

- Children who have already received extra support.
- Children needing extra support.
- Children who have been identified as not making as much progress as expected.

All resources / training and support are reviewed regularly and changes are made as necessary. A child will be taken off the SEND register if and when targets / outcomes have been achieved.

## Who else could support your child with SEND?

Directly funded by the school could be:

- Teachers
- Teaching Assistants funded from the SEN budget who support in class and deliver programmes designed to meet individual and group needs.
- Learning Mentor
- Non-Contact time for SENCO.
- Educational Psychology Service / STePS
- Specific resources to support a child's individual needs.
- Behaviour Support Service

Paid for centrally by LA / Health Service:

- Speech and Language Therapy.
- Occupational Therapy.
- Multi-agency team.
- SENDIASS
- Support Services for Hearing, Physically and Visually impaired
- Connexions Careers Service.
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service Voluntary Sector
- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in Action

And many more.

**For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)**

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

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent).

- Class Teachers, Teaching Assistants, SENCO, Learning Mentor are available to discuss issues as appropriate to their roles in school.

- Your child's targets will be reviewed 3 times a year, we will work with you to plan and review these. You will be notified by the class teacher to arrange a meeting.
- We will hold meetings with outside professionals where and when appropriate.
- We will hold Parents' Evenings.
- We will share information with you about parent support groups.
- We offer an open door policy in school.

### **How does the school support children with medical conditions?**

The school follows 'Supporting Pupils at School with Medical Conditions' Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England' April 2014. The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual children and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school has easy access and is on one level.
- We have disabled toilets, a shower area and changing facility.
- We ensure, where possible, that equipment used is accessible to all children regardless of their need.
- After-school provision is accessible to all children, including those with SEND.
- Extra – curricular activities are accessible for children with SEND.
- Teaching resources and equipment used are equally accessible to all children.
- All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

For further information see the school Accessibility Policy (Autumn 2019)

### **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child.

- All records about your child are passed on as soon as possible.

When moving classes:

- Information will be passed on to new subject teachers. All relevant information will be shared.

When starting school:

- Visits to school
- Share records
- Parent session
- Discussions or visits to previous settings
- Individual induction programme, if appropriate

Transition from Key Stage 2 to Key Stage 3:

- The SENCO will discuss the specific need of your child with the SENCO of the child's secondary school. For children with EHC Plans, 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.
- Where necessary, your child will have an enhanced transition process, when 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.

### **How will my child be able to share their views?**

We value and celebrate each child being able to express their views on aspects of school life. This is usually carried out through regular meetings of the School Council.

If your child has an EHC Plan, they will be involved in writing and reviewing their own outcomes.

Children will have the opportunity to complete a questionnaire about aspects of the school.

### **What training have the staff had about SEND?**

This is an ongoing Professional Development Programme throughout the school year which addresses areas of SEND within the school; for example:

- Differentiation
- ADHD
- ASD (Autism Spectrum Disorder)
- Dyslexia
- Attachment Disorder
- Applying the Graduate Response

### SEND Information Report Updates Made as a Result of COVID-19

#### 1. Kinds of SEND:

- No changes have been made.

#### 2. Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCO:

- Additional Risk Assessments have been completed during this time of partial closure.
- Updates to the safeguarding policy have been made in line with COVID 19.
- No other policy changes have been made.

#### 3. Consulting parents of children with SEN - the decision to educate in home or in school - partnership working of work set:

- Risk Assessments completed and reviewed weekly.
- If they have an EHCP and Social Worker, they pose a greater risk by being at home so the school has ensured these pupils are in school or where in a part time provision a detailed risk assessment is produced to mitigate the risks.
- Calls home if the children don't turn up and/or home visit by key staff..
- Daily contact with class teachers through Class Dojo. SENCO on site if needed.

#### 4. Consulting young people with SEN- expectations about work, especially that done at home:

- Daily contact with class teachers through Class Dojo.
- Some staff in school should parents need to speak to them.
- Information and updates readily available on the school website.
- Key staff make regular 2/3 times per week welfare calls.
- 1x food delivery to the home is made if necessary.

#### 5. Arrangements for assessing and reviewing children's progress towards their outcomes (arrangements if annual review due):

- EHCPs at Firs Primary are recent and will not need annual review until January 2021 at the earliest.
- In school reviews of SEND targets was undertaken by all staff for all SEND pupils March 2020.
- Class teachers have the ability to be able to track pupils' progress through accelerated reader and MYON if applicable.

- They can also track pupils' engagement online and send messages of encouragement for our hard to reach parents.

## **6. In moving between phases of education (Year 6 pupils moving to secondary in September):**

- Key staff are in school and are continuing to work through transition arrangements.
- Vulnerable information was sent to the LA for pupils at Firs.
- Relevant staff have been working through the KS3 Transition Portal and are ahead of schedule following a conversation with the transition lead at Bemrose.
- Key staff have been allocated to contact particular schools within the city.

## **7. The approach to teaching children with SEN (How work is chosen):**

- Parents and pupils have the access on the school website.
- Daily contact with class teachers through Class Dojo
- Work uploaded by pupils and is marked by staff.
- Universal provision is provided for all pupils (SEN and Non Sen) so that they can access the learning.
- Staff in the office who are readily available to help.

## **8. How adaptations are made to the curriculum and the learning environment of children with SEN e.g. how work for home is adapted for individuals:**

- Work is differentiated to meet the needs of the pupils.
- Specific work for SEND pupils has been prepared and delivered to homes via staff unless collected from the front office by parents.
- See comments in point 7.

## **9. The expertise and training of staff to support children with SEN including how specialist expertise will be secured:**

- Trust and LA have provided links for staff to access CPD including that for SEN.
- Consistent staff are being used to support children with SEN so that we are reducing the amount of change for some of our most vulnerable pupils even if this means school incurs an additional cost.
- Staff are in regular contact with external professionals should greater support and advice be needed.
- SENCO in frequent contact with key professionals via email and phone calls.

## **10. Evaluating the effectiveness of the provision made for children with SEN:**

- Risk assessments have been completed for SEN pupils and are evaluated on a weekly basis.
- Daily and 2/3x weekly call made to parents to ensure we are fulfilling our duty of care to the most vulnerable pupils.
- Daily contact by the class teacher through Class Dojo and the website.

## **11. How children with SEN are enabled to engage in activities available with children who do not have SEN:**

- All work is planned through the class teacher who knows the children.
- Children are grouped accordingly to secure the best possible outcomes.
- Use of visuals and instructions for parents available online.
- Regular updates are available via the school websites as well as the Text to Parents facility.

## **12. Support for improving emotional and social development. (Extra pastoral support arrangements for listening to the view of children with SEND; eg Resources to explain coronavirus and manage anxiety:**

- Key staff are on call throughout the partial closure to ensure that any issues can be resolved.
- The Inclusion Team will make regular contact with families.
- NCAT member is on site to support EAL families if they feel anxious.
- EP provided the school with Social Story about COVID 19 which we have circulated to parents if needed.
- STEPs team have been in regular contact with the school via phone and email and have offered support.
- SC- some have been in contact with school and have supported families through home visits or calls.

## **13. How the school involves other bodies including health and social care bodies, LA support and voluntary sector Organisations, in meeting children's SEN and supporting their families:**

- School has made regular contact to SC and emails or records of calls are held in the COVID 19 Casefile that is in the main office.

## **14. Arrangements for handling complaints from parents of children with SEN about the provision made at school.**

- Key/relevant staff who are needed are readily available and will respond to complaints.

- The policy remains the same despite COVID 19.

#### **15. The Local Offer and where it is published:**

- No changes need to be made as a result of COVID 19.

#### **Appendix: 03/04/2020**

### What if I want to make a complaint?

Our school has a Complaints Policy, which can be found on our website. If you wish to complain, we always suggest you come and speak to us first to try and resolve issues.

Please see our Complaints Policy for further details.

### Linked documents on the school's Website include:

- Complaints Policy
- Anti-Bullying Policy
- Schools Accessibility Plan
- Safeguarding Policy

### Relevant Staff

SENCO / Deputy Headteacher	Mrs R Blurton
SENCO	Mrs P Hunt
Headteacher	Mrs P Martin
Assistant Headteacher	Miss L Pugh
Safeguarding Manager	Mrs C Mugglestone
SEND Governor	Mr Adem Repesa

Paula Martin (Headteacher):	
Steve Grundy (Chair of Governors):	
Date:	01/04/2020