Walton-on-Trent CE (C) Primary and Nursery School Special Educational Needs and Disabilities

Information Report 2023-2024

March 2024 Update

This report outlines our school's approach to meeting the needs of pupils with Special Educational Needs and / or Disabilities to ensure that they make the very best possible progress in our school.

What is a Special Educational Needs and Disabilities Information Report?

All Derbyshire Local Authority (LA) maintained and academy schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) 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. The LA refer to this as 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. We also have our own school Local Offer which details the specific support we offer in our setting. This can be found on our school website.

Schools utilise the LA and own Local Offer to meet the needs of SEND pupils as determined by school procedure and the provision that the

school is able to provide. Schools refer to this as ‘The Special Education Needs Information Report’.

Definition of Special Needs and Disability

Children may have a disability or a special educational need if they have a need that calls for additional provision to be made for them.

Children have an additional need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability or condition that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.
- Attainment falls significantly outside the expected range, either above or below.

Children must not be regarded as having an additional need solely because the language or form of language of their home is different from the language in which they will be taught. For children of two or over, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.

This report details how Walton will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. Walton will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to allow them to join in the activities of the

school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

Walton will have regard to the **Special Educational Needs and Disability Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. At all times, Walton will carry out its best endeavours in educating children with SEND. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

The school will carry out its best endeavours to meet the needs of children with the following SEND categories:

- Communication and Interaction (C & I);
- Cognition and Learning (C & L);
- Social, Emotional and Mental Health (SEMH);
- Sensory and/or Physical (S &/ P).

An overview of Walton-on-Trent Primary School

APPROACH TO SEND: AN OVERVIEW OF WALTON-ON-TRENT PRIMARY SCHOOL

At Walton we are committed to provide high quality teaching through our school values. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life. We believe that children should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Walton is committed to inclusion. We believe that inclusion is about equal opportunities for all. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to our learners in a way which takes into account their varied life experiences and needs. In order to do this, many steps are taken to support them through their learning journey. Quality-first teaching is vital. For some children there are occasions when further positive support may also be needed to help them achieve their targets. We believe that many pupils at some stage in their school career may experience difficulties which affect their learning and we recognise that these may be long or short term. We use evidence-led best practice from the EEF to support our approach.

Information about the Special Education Needs Information Report for Walton-on-Trent CE (C) Primary School.

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

Your child's 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 things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary
• Writing individual PDRs (Plan-Do-Review), and sharing and reviewing these with parents at least twice a year.
• Personalised teaching and learning for your child as identified on school's provision map
• Ensuring that the school's SEND Procedure is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo Team – Mrs Williams, Mrs Gaffiney and Miss Grigg

Responsible for:

- Developing and reviewing the school's local SEND procedure
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are:
  iii) 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, etc.
- Updating the school's SEND 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 Headteacher – Mrs L. Gaffiney

Responsible for:

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

The SEND Governor – Mrs J. Foster

Responsible for:

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

School contact telephone number – 01283 716151

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

a. **Quality First Teaching from your child's class teacher.**

For your child this would mean that:

• The teacher has the highest possible expectations for your child and all pupils in their class
• All teaching is built on what your child already knows, can do and can understand and adapted to suit their needs
• 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 SENCO) 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.

b. Specific group work

Intervention which may be:
• Run in the classroom or outside.
• Run by a teacher or a Teaching Assistant (TA).

c. Specialist groups run by outside agencies, e.g., Speech and Language therapy:

d. SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENCO and class teacher as needing some extra specialist support 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.

e. 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 support 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 ("Including All Children" documentation from LA).
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 or Sensory Service (for students with a hearing or visual need)
Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

• The school can apply for Inclusion Funding (Graduated Response for an Individual Pupil). This will be for pupils with significant Special Educational Needs when their current needs are not evident as complex and are not necessarily long term. It gives access to specialist services, such as SSSEN, at this earlier stage and give schools the earlier opportunity to reduce barriers to learning for pupils.

• 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 'Panel of Professionals' (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 programmes or run small groups including your child.

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 as they will know your child best.
If you continue to be concerned that your child is not making progress, you may request to speak to any member of the SEND Team.

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 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'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. 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 SENCO 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 and decide what resources/training and support is needed.
- The child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development
- Schools identify the needs of their pupils on a school provision map, which for SEND pupils identifies all resources/training and support, and are reviewed regularly with changes made as needed.

Who are the other people providing services to children with SEND in this school?

School provision
• Teachers
• Teaching Assistants
• School clubs

Local Authority Provision delivered in school
• Autism Outreach Service
• Educational Psychology Service
• Sensory Service for children with visual or hearing needs
• Derbyshire Information Advice and Support Service for SEND
• KS1 Behaviour Intervention Team
• Language and Learning Team
• SSSEN

Health Provision delivered in school
• Speech and Language Therapy
• School Nurse
• Occupational Therapy
• Physiotherapy
• CAMHS

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. Individual teachers and support staff attend training courses run by outside agencies and the LA that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service and SSSEN.

How will the 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. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term in reading, writing and maths. At the end of 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. Children may have a PDR which will be monitored and reviewed regularly, and a future plan made. The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. This is monitored by the Headteacher.

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

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 similar strategies can be used.
The SEND Team Members will also 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 (PDRs) will be reviewed with your involvement. Homework will be adjusted as needed to your child's individual needs. 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.

How is Walton-on-Trent Primary accessible to children with SEND?

We ensure, whereever possible, that equipment used is accessible to all children regardless of their needs. There are two disabled toilets.
After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.
The school is wheelchair accessible including a ramp from the carpark and there are two disabled toilets with access for wheelchairs.

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 take steps to ensure that any transition is a smooth as possible.

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.
• We will make sure that all records about your child are passed on as soon as possible.

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. Personal Learning Targets will be shared with the new teacher.
• If your child would be helped by a book to support them understand moving on, then it will be made for them.

In Year 6:
• The SENDCo Team will discuss the specific needs of your child with the SENDCo of their secondary school.
• Your child will do focused learning about 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.

What Emotional and Social Development support do we have for a child with a SEND?

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school. The emotional health and wellbeing of all our pupils is very important to us. We have robust Safeguarding Policies and Procedures in place; we follow National & LA Guidelines. We also have a robust Behaviour Procedure in place. This is closely monitored by the Headteacher.
We have a various groups and projects for pupils who require extra support including an Emotional Literacy Support Assistant (ELSA) where we have a member of staff who works with pupils on an individual basis to support their emotional health and well-being as appropriate.