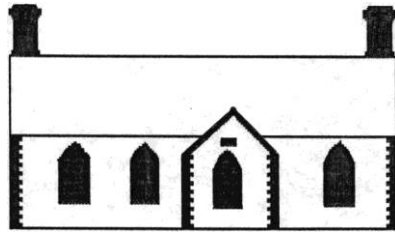


Earl Sterndale CE Primary School



SEND Information Report

June 2023

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Our SEND information report is part of the Derbyshire Local Offer for learners who have a Special Educational Need and Disability (SEND).

This report tells you all about SEN in our school, what to do if you are concerned, who to tell and the sort of help available.

Our school is an inclusive, small village school where every child is encouraged to develop a range of skills, allowing them to become resilient, reflective, respectful, responsible and resourceful lifelong learners equipped to meet the challenges of a changing future.

We aim to address children's needs and support their development in the most appropriate way possible and celebrate efforts and achievements. All staff are committed to helping all children to achieve their full potential in a safe, welcoming and happy learning environment. Teaching staff have a range of experience and training to be able to plan, deliver and assess Quality First Teaching and intervention programmes to support individual pupil needs.

Our school's Accessibility Plan outlines adaptations and future plans to meet particular needs and enhance learning.

What kinds of special educational needs and/or disabilities (SEND) does our school make provision for?

Additional provision is made for children in our school with a range of needs, including:

Cognition and Learning – Children who learn at a slower pace than their peers because they:

- take longer to learn important skills.
- find it difficult to remember things such as letters & sounds, key words, numbers & basic skills e.g. number bonds.
- find it hard to understand how to use letter sounds to read and spell words.
- may need more time to think about their answers.
- may have an associated difficulty, e.g. issues with mobility and communication, physical disability or sensory impairment
- may be showing signs of a Specific Learning Difficulty (SpLD), e.g. dyslexia, dyscalculia or dyspraxia.

Examples include moderate learning difficulties, dyslexia, dyscalculia, dyspraxia

Sensory, Medical and Physical – Children who have a disability that means adaptations and/or support are needed to enable them to fully access the school/learning environment. This may include:

- hearing and/or visual difficulties
- physical disabilities
- motor skills issues
- medical needs

Examples include hearing impairment, sensory processing difficulties, epilepsy, diabetes.

Communication and Interaction – Children who have difficulty communicating with others which may be because of speech and language difficulties, autistic spectrum condition, Asperger's Syndrome:

- find it hard to make themselves understood or to say what they want to
- do not always understand what is being said
- find interacting with others difficult

- are on the Autistic spectrum (including Asperger's Syndrome)

Examples include speech and language difficulties, autistic spectrum condition, Asperger's Syndrome.

Social, Emotional and Mental Health – Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life, for instance they may find it challenging to:

- Follow rules set by others
- Sit still for a long time
- Listen to and follow instructions
- Understand how they, or others, are feeling
- Make friends
- Deal with their difficulties in a way that does not cause harm to themselves or others.
- Take responsibility for the things they do

This could also include children suffering from anxiety or depression, or those who have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. This information acts as a guide but the things we do will vary and actual support will be based on the specific needs of each pupil.

How does the school identify and assess Special Educational Needs and/or Disabilities?

Being a very small school with only two classes, we get to know children really well. When children begin their school life with us, they have three years in the infant class and four years in the junior class. Pupils identified as having SEND are, as far as is practicable, fully integrated into each class with every effort made to ensure that they have full access to the Curriculum and are integrated into all aspects of the school. Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

Class teachers gather information about children's progress both within lessons and socially. This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are added to the pupil's record on the school information system and given to the parents.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Evidence to identify children who may need extra help can include:

- Attainment levels compared to other children the same age
- The progress of each child compared to where they were when they started school, and also comparing them to how other children the same age have progressed
- Behaviour records
- Observations and discussions with adults who work with the child
- Information from other professionals (Health or Social Care)
- Observational checklists and records of pupils taken when they join our school
- Termly assessment information in reading, writing and mathematics
- Concerns raised by members of staff and parents or the child themselves

- End of Key Stage attainments
- Assessment for Learning materials
- Standardised tests, Diagnostic tests;

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. If needed, a 'catch-up' programme will be devised and implemented. Pupils with SEND are integrated as far as possible in all the activities of the school and will only be withdrawn for support work with outside agencies, or to follow an Individual Education Plan (see later) within school, which will almost always take place on site.

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. Other factors that are not directly SEND will be considered and acted upon if they are impacting on the progress and attainment of individuals. Such factors are: disability, attendance and punctuality, health and welfare, EAL(English as an Additional Language) , Pupil Premium , LAC (Looked After Child), bereavement, children whose parents are in the armed forces.

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. The extra or different help could be a 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 the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. A process of Assess, Plan, Do, Review.

What should I do if I think my child has SEND?

If you think your child may have a special educational need that has not been identified, you should talk to your child's class teacher, to the SENCo (Mrs Gill) or to the head teacher straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENCo will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, 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;
- you can help your child.

How does the school work with Parents?

Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school.

We may ask 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 enable us to gain the advice and support necessary to understand your child's particular needs better and support them better in school by making recommendations as to the ways your child is given support.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps. The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents. We will provide an annual report for parents on their child's progress.

If you, as a parent have concerns or worries at any time, you should share them with your child's teacher or head teacher or any other professional working with your child.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations.

What specialist services are accessed by the school?

There are a range of professionals who work with us in school to support children with SEND. They can offer advice and work with children at times, with parental permission.

Outside agencies may include:

- Speech and Language Therapists
- Support Service for Special Educational Needs (SSSEN)
- Educational Psychologists
- Health Professionals - School Health, Paediatricians, CAMHS
- Support Service for Physical Impairment; Visual Impairment or Hearing Impairment
- Multi Agency Teams - Family Resource Workers, Children Centre Workers, Education Welfare Officer
- Behaviour Support Service
- Autism Outreach
- Social Care
- Physiotherapists and Occupational Therapists

Parents are informed at all stages of the process either through Parent Evenings, specific meetings with school staff and review meetings.

Who is responsible for children with SEND?

In our small school with only two classes, teaching children with SEND is a whole school responsibility but class teachers have responsibility for:

- Providing high quality differentiated classroom teaching to ensure that all pupils with SEND make progress
- Working closely with Teaching Assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching
- Being fully aware of procedures for identifying, assessing and making provision for pupils with SEND
- Updating Individual Education Plans
- Meeting with parents of children to discuss progress.

The SENCO, Rebecca Gill, is responsible for:

- The day-to-day responsibility for the operation and the co-ordination of specific provision made to support individual pupils with SEND, including those who have INCLUSION FUNDING plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with class teachers/potential next providers of education to ensure all parties are informed and a smooth transition is secured
- Working with the head teacher and school governors ensuring that the school meets its responsibilities under the Equality Act 2010 re: reasonable adjustments and access arrangements.
- Ensuring records of all children with SEND are up to date, including applying for SEND funding
- Liaising with the Governing Body and Head, keeping them fully informed of SEND issues.

The SENCO plays an important role with the head teacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

How do we evaluate the effectiveness of our SEND provision?

- Evaluation of individual targets on a regular cycle.
- Use of a costed provision map to measure progress and achievement for children with INCLUSION FUNDING funding
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEND across the school as part of whole school tracking of children's progress in terms of age-related expectations
- Monitored by the SENCO, Headteacher and governors
- All children are assessed regularly and assessment data is scrutinised by class teachers. The SENCO will track the progress of children identified as having a SEND. If a child has been identified as having a SEND they will have achievable individual targets which will be reviewed regularly with parents (SEND Review Meetings). This is an important process for Parents/Carers and we actively encourage the child to participate in their review meeting and target setting, this will be done in a sensitive and age appropriate way.

How will teaching be adapted for my child?

At Earl Sterndale we seek to promote and develop every child's sense of independence and achievement within a supportive and nurturing environment. Teachers have responsibility to ensure that all children are supported within lessons using a variety of teaching and learning strategies appropriate to their needs. Children with SEND have access to a balanced and broadly based curriculum, including the National Curriculum. Class teachers differentiate lessons to ensure every child's needs are met and Teaching Assistants also support this process under the direction of the class teacher. Children may have access to whole class, small group and some 1:1 support dependent on their needs. This means that activities are planned according to the level the child is working at.

The low numbers of children in school give much scope to individual work, so that each child has the opportunity progress as well as his or her ability allows. Specific resources and interventions may be used to support your child. Advice from outside agencies maybe sought in collaboration with parents if it is felt necessary. Also the mixed age grouping of the children means that in lessons where there is a common stimulus of teacher input, the children respond at their own level and so SEND children benefit accordingly.

Types of support for children with SEND

- High quality teaching targeted at areas of weakness, teaching based on building 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, adapting their physical environment, providing appropriate/specific resources, making changes to teaching styles or varying the level of adult support.
- Specific interventions either in or out of the classroom with a teacher or Teaching Assistant in small groups or 1:1, to support your child to learn, e.g. visual timetables, 'now/next' boards, sloping boards etc.
- Specialist activities run by outside agencies (e.g. Speech and Language therapy, Behaviour Support) if they have been identified as requiring extra specialist support from professionals outside the school
- Where necessary, we may use resources such as the 'Derbyshire Friendly' files, DCC descriptors of SEN and Inclusion Development Program materials as well facilities such as School Support for Special Educational Needs (SSEN) and the Pupil Referral Unit in Buxton.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'. This is something we do as a matter of course in school for all our children but may be more pronounced for children with SEN.

How do we develop pupil's social, emotional and mental health?

The social and emotional well-being of all pupils underpins everything we do at Earl Sterndale School. We aim to equip our pupils with the skills to lead successful and fulfilling lives by giving them self-confidence and the resilience to overcome difficulties. This is done through strategies such as our PSHE curriculum, after school clubs and a positive behaviour policy.

Many people at some time in their life experience difficulties with social, emotional and mental health. These may be caused by a specific event such as illness or changes within the family, or may be a result of a longer term condition. Children in school may express their feelings in a number of ways for example, becoming withdrawn, getting angry, changes in behaviour, friendship difficulties.

Many problems can be overcome with the support of the class teachers and other staff throughout the school. All staff including teachers and support staff are vigilant in recognising children's needs and responding to them. Most issues can be resolved when the child speaks to a trusted adult, and it is vital that parents talk to school if there is a problem. Parents should also encourage their child to speak to someone in school as soon as a problem arises. There is a worry box in school where children can post a note to a teacher if they need help.

If more support is needed children can access this through our trained Emotional Literacy Support Assistant (ELSA). She will offer support to your child support, participation in a specific group eg. Social skills group, nurture group.

If your child needs more specialised help we might, with parental agreement, refer to other agencies such as the Educational Psychologist or Child and Mental Health Services (CAMHS).

Which interventions are used at Earl Sterndale School?

We use different interventions and approaches to address specific areas of need and would look carefully at your child's individual needs when deciding how best to support your child. We have various interventions delivered by highly skilled teachers and teaching assistants. These are usually delivered in small groups or on a 1:1 basis. Interventions are based on the needs of the individual children and are evaluated by the person delivering the intervention, the class teacher and the SENCo. Some of the interventions we use are:

- Precision Teaching
- Motor skill sessions (Gross and Fine) Write Dance and Write from the Start
- Speech and Language (as advised by Speech and Language therapists)-Elklan trained TA, Black Sheep, Barrier games
- Visual Perception: LDA games
- Maths: Plus 1, Power of 2, Numicon intervention
- Reading 1:1: Rapid Readers, Developing Comprehension, Nessy
- Communication Skills: Lego Therapy, Time to Talk, Socially Speaking
- Writing and Spelling: Nessy, Sounds Discovery, Beat Dyslexia, Action Words, PAT
- Emotional Development: My Hidden Chimp, Emotion Coaching, Restorative Music sessions, Nurture and Positive Play
- Memory Skills: Memory Magic
- Emotional Literacy Support-ELSA trained TA
- Behaviour: Personal Reward Charts, Meet and Greet, 5 Point Scale

If your child is identified as having a special educational need, our SENCo and the class teacher will:

- Ensure that the right support is put in place;
- Offer advice and guidance to other teachers and teaching assistant about how to best help each child;
- Arrange any training that staff may need
- Work closely with parents and professionals.

What expertise do the staff team have with regards to meeting the needs of pupils with SEN?

Several members of staff have considerable experience and qualifications teaching SEND children.

The SENCo and Headteacher have considerable experience as SENCOs.

Some Teaching Assistants have been trained in delivering the school's key interventions: Lego Therapy, ELSA and Elklan. Dyslexia. All staff have recently been trained in Precision Teaching.

SEND training forms part of the continuing professional development and will relate directly to the needs of SEND children in school or due to start at school with emphasis in three areas: Children's needs that are outside staff experience or expertise, new local authority policy / national / DfES legislation, new staff.

Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class when appropriate and expert advice is sought where appropriate.

How do we monitor and record SEND provision?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion and progress meetings with parents, pupils and outside agencies if they are involved, such as the Educational Psychologist.

Pupil progress will be monitored in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an Individual Education Plan (IEP), which are updated when the intervention is changed. These are updated by the class teacher in co-ordination with the SENCo and the information is fed back to the staff and parents. This helps to identify whether provision is effective.

Information about SEND children is confidential to the children, parents and professionals involved. The Headteacher is responsible for the necessary dissemination of information from the school.

The school is supported by the Educational Psychologist by means of Support and Planning meetings, which are held at least annually. The Educational Psychologist produces a written record of the meeting. It is attended by the Headteacher, SENCo and any relevant members of staff and other relevant professionals who may be invited. The meetings are an opportunity to review any children on the SEND register and raise concerns about any children who may cause concern academically or emotionally. The Educational Psychologist is responsible for sending out Support and Planning meeting records.

How do we evaluate the effectiveness of our SEND provision?

- Evaluation of individual targets on a regular cycle.
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEND as part of tracking of children's progress in terms of age-related expectations
- Monitoring by the SENCO, Head teacher and class teachers.
- All children are assessed regularly and assessment data is scrutinised by class teachers. The SENCO will track the progress of children identified as having a SEND. If a child has been identified as having a SEND they will have achievable individual targets which will be reviewed regularly during termly meetings with parents (Review Meetings). This is an important process for Parents/Carers and we actively encourage the child to participate in their review meeting and target setting, this will be done in a sensitive and age appropriate way.

When is a referral for extra funding (Inclusion Funding) made?

A small number of pupils may require additional support beyond that provided from within our school's own SEND resources. If, following consultation with parents/carers, we feel there is a need for additional funding and specialist teaching provision, we will apply for funding from Derbyshire's Inclusion Panel or an education health care needs assessment which can lead to an education health care plan (EHCP). As a school we use the DCC education psychology service (EP). After discussion with parents/carers, school can apply for an EP assessment which supports school to develop strategies for the child and apply for funding to implement these strategies.

Derbyshire's Inclusion Panel offers funding for schools to carry out additional support in school. School is required to fund the first £6000 of this support and can then apply for funding if the cost of the support exceeds this amount. Parents will already be aware of the support their child is receiving in school and are fully involved in the application process if additional funding is required. The Inclusion Panel funding is for an agreed period (decided by the panel) up to a year. School will then invite you to a review of the support after this period and further funding applied for if it is required. School provides evidence of interventions and support that these children are receiving and are explicit about desired outcomes for the child. If an application is successful, schools will receive Inclusion Funding within approximately 6 weeks without the 20 week assessment period for an education, health and care needs assessment (EHCNA). The funding received will allow school to be flexible with the support offered, and may not solely be based on TA hours.

Inclusion Funding gives pupils access to specialist services, as appropriate, such as Support Service for Special Educational Needs (SSSEN). The Specialist Service for Special Educational Needs (SSSEN) are a team of specialist SEND teachers who are employed by the LA. School is assigned a specialist teacher who will come into school to support pupils who school consider in need of the extra support. The service works in partnership with schools, parents/carers, and other professionals to deliver highquality teaching and inclusion support. If the school's application is approved, SSSEN will carry out an assessment for all children new to the caseload in order to decide on an appropriate support pathway.

When is a referral for an Education, Health and Care Plan (EHCP) made?

If a child has lifelong or significant difficulties we may ask for an Educational, Health and Care Assessment. An EHCP plan is a legally-binding document outlining a child's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. This is a very detailed process and is only appropriate for a small number of children, it sets out all the extra help and support they will need in order to overcome barriers to learning.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. An EHC Plan will be provided by Derbyshire County Council if it has been agreed that the child's needs cannot be met using the support that is ordinarily available. The Statutory Assessment Process is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

An EHCP is a statutory document and stays with the child whilst they are in the education system. It is reviewed by the local authority SEND team when the child enters a different key stage of education and parents/carers will be sent a draft of any amendments to approve.

The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review in school. Views will be sought from a variety of sources such as:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Specialist Services

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Reviews of children with EHC Plans will take place at least annually and again, all relevant parties are invited to attend. The Annual Review will be carried out using a 'child/person-centred approach' so that the needs and views of the child and their parents are always addressed. The EHC Plan will follow the child throughout school, or until it is decided that they no longer need it.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Parents have the right to appeal against the contents of the EHCP and they may also appeal against the school named in the plan if it differs from their preferred choice

Further information about EHC Plans can be found via the Derbyshire SEND Local Offer at www.derbyshire.gov.uk/SEND

What is the Local Offer?

The Derbyshire 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 is available in Derbyshire. More information can be found on:

<https://localoffer.derbyshire.gov.uk/#!/directory>

What happens when my child starts/ leaves primary school?

Our school liaises closely with all the local feeder pre-school providers. Our infant staff visit all new starters in their settings and have discussions about each child who joins us in reception. School will make contact with any professionals working with children before they start with us in school so that we can make any arrangements necessary to ensure we provide the best provision we can. New starters will be invited to join us for at least 4 sessions and a lunch during the summer term prior to starting school.

When a child is in Y6 (sometimes earlier) leaves our school the SENCO/ class teacher and/or Head Teacher liaise with the Y7 Liaison Teacher/SENCO from the receiving secondary school and pass on information about pupils with SEND before their transfer. Children with SEND are identified to them in the Autumn term of Y6; transfer documents being passed on the following Summer term. The SENCO from the relevant school is invited to attend the Annual Review meeting for pupils with an Education Health Care Plan or INCLUSION FUNDING in Y6. Where possible we will ensure that a pupil with SEND who is moving schools has a tailor made transition programme in place so that they have plenty of time to get to know the geography of the new school, staff that may be supporting them and what the routines are. If external agencies are involved, then they too would be notified of the transfer arrangements early in Y6. Any SEND children due to transfer

to another primary school will be discussed with the staff at the new school. Documents will be transferred as appropriate.

Inclusion of all pupils with SEND

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout school. The school curriculum is reviewed to ensure that it promotes inclusion for all. As stated, the school will seek advice from outside agencies when appropriate. 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 EHC Plans and those without.

All children in school have the entitlement to take part in a range of activities. Staff plan visits and trips with the needs of all pupils in mind. Where necessary, for example on residential visits, staff will work with providers to ensure that equality of access and opportunity is maintained. All pupils in school have access to all extra-curricular activities. These include any sport, music and craft clubs.

How do we support children in school with medical conditions?

We recognise that pupils with medical conditions need to be properly supported so that they have full access to education, including school visits and physical education.

Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010. These children may have Special Educational Needs (with or without an EHC Plan or statement) and/or social care needs. The school will follow the SEND Code of Practice (2014) in all cases.

Where appropriate, a Health Care Plan may be needed. School will liaise with parents and health professionals to ensure the needs of the child is met. Staff working with pupils with specific medical needs will receive regular training, as will staff who administer medicines. A number of staff have experience of working with children with medical conditions such as diabetes and allergies.

School will work in accordance with the Supporting Pupils at School with Medical Conditions document (published by the DFE, April 2014)

How accessible is the school environment?

We ensure that all equipment where possible is accessible to all children regardless of their needs and work closely with specialist teachers who advise us on specific children's needs and are more than happy to discuss any individual's access requirements.

The infant class is now fully compliant with the regulations as set out in the Disability Discrimination Act, accessed by a level walkway. We have a disabled toilet facility in the Link corridor. The junior class has steps from the outdoor playground but there is space to install a lift from the infant class. Any future alterations and building works will follow DDA guidelines. Please see our accessibility plan to highlight future considerations and improvements.

How do parents make a complaint?

We work closely with parents and their children during their time in our school as we have children for 3-4 years in each class. We aim to keep parents fully informed regularly, therefore it is hoped that complaints about SEND provision will be rare. Where a parent has a complaint:

- It should be raised in the first instance with the class teacher or SENCO and should be resolved informally if possible.
- If the problem is not resolved, parents should make an appointment with the Headteacher and may complain to the Governors in writing. The complaints procedure along with all contact details are on the school website.
- If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.

Contact details for some of the support services who work in school can be found below.

- Derbyshire Information, Advice and Support Service for SEND (formerly Parent Partnership Service) 01629 533668.
- Educational Psychologist: Area Education Office 01629 533535
- Hearing Impairment service – Buxton Medical Centre 01298 79251
- SSSEN – Area Education Office – 01629 533500
- School Nurse or doctor – Buxton Medical Centre 01298 79251
- Support Service for Physical Impairment – County Support Service 01332 834782
- CAMHS – Buxton Medical Centre 01298 72445
- Speech and Language Therapy Service for North Derbyshire– Children’s Specialist Services @ The Den, Chesterfield Royal Hospital on Tel: 01246 514509 Email: crhft.cts@nhs.net

Review

This report has been agreed by Staff and Governors and will be reviewed annually to meet any new legislation.

The governing body will consider annually the effectiveness of the school’s SEND provision.

At the time of writing this report, the SEND Governors are Angela Campeau and Margaret Smith.

This report is available on the school website.

Reviewed: **June 2023**

Next Review: **June 2024**