

SEN INFORMATION



This report tells you all about SEND in our school, how we work together with families, who to go to if you have any concerns and the sort of help available.



Mrs Sarah Humpleby is our SENCo.

senco@earlsterndale.derbyshire.sch.uk

She is responsible for the day to day running of SEND in our school. She works with pupils, staff, parents and carers, and other agencies that may need to be involved. She provides guidance to colleagues to ensure high quality teaching for children with SEND and also provides a support role to families to guide them through their child's education and gives them any support they may need.

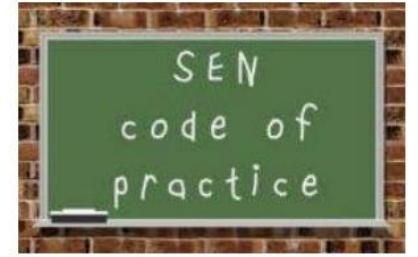


Our SEND Governors are Margaret Smith and Angela Campeau. It is their job to keep all of the governors informed about Special Educational Needs provision in our school. They are also responsible for making sure any new requirements set out by the Local Education Authority or the Government are followed and implemented, and that all SEND children are making progress and being supported.

Throughout this report we will use the following abbreviations:

SEND – Special Educational Needs and/or disability

SENCO – Special Educational Needs Co-ordinator-the person in charge of Special Needs within our school.



The Code of Practice is a legal document that all schools must follow. It says;

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ‘has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’



The school and class teachers collect information about our pupils' progress in lessons and socially. This is then used to identify children who may need extra help.

Evidence can include:

- What children can do compared to others the same age.
- The progress of a child compared to where they were when they started school.
- Information from other professionals.
- Termly assessment information in reading, writing and mathematics.
- Concerns from members of staff and parents or the child themselves.

The school and class teachers collect information about our pupils' progress in lessons and socially. This is then used to identify children who may need extra help. If you are worried about your child, speak to your child's class teacher or, if you prefer, Mrs Humpleby, the school's SENCO.



Every teacher in our school has the responsibility to support **all** the children in their class. This support includes planning and delivering an appropriate curriculum for each child, as well as supporting their emotional, physical and health needs. All teaching staff in school are responsible for providing children in their class with an appropriate curriculum.

For most children this will be done through high quality classroom teaching.

Where children need the curriculum to be further modified, this will be done in a way which best suits the needs of the child. We will, together with parents / carers and, where appropriate, the child themselves, identify what the next steps will be for that child's learning and plan how best to deliver them. In all circumstances we will ensure that children receive a broad and balanced curriculum.



School has a regular cycle of ADPR (Assess, Plan, Do, Review), which identifies progress made by pupils and areas for further development. Following assessments, and with the involvement of parents and carers, support is put in place with specific targets to meet each child's needs.

We aim to support pupils with SEND and their families. We will help parents and carers to access materials to support learning and put parents in touch with other agencies who can offer help and support.



As well as Parents' Evenings and the end of year report, parents of pupils with SEND will meet with their child's class teacher as required. Staff will always update parents/carers on the progress children are making towards their targets and what the next targets should be, as well as how they will be achieved. Parents' views about what areas will be worked on are crucially important. The 'Plan, Do, Review' cycle will be repeated each term and parents and pupils will be fully involved.

Children who are on our school's Special Educational Needs List will have an Individual Pupil Record in which their specific learning objectives are recorded. Each review will assess progress against these targets. You will be involved in both the review of progress made and in the planning for the next steps of your child's learning. Parents and carers are always welcome to come into school to discuss how their children are progressing



In our school we are focused on developing well-rounded children who achieve their potential both academically and socially. We prioritise the Mental Health and Wellbeing of our whole school community, and children participate in activities to support this. Where a child needs more specific support, we may be able to offer ELSA provision or other small group work. We also strive to ensure that all Pupils with SEND are able to take part fully in any extra-curricular activities we offer.



All children in school are entitled to take part in a range of activities. Staff plan visits and trips with the needs of all pupils in mind. Where necessary, staff will work with providers to ensure that equality of access and opportunity is maintained.

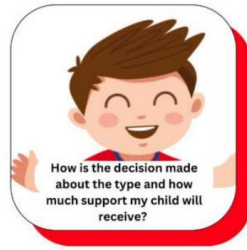
Our school has an [Accessibility](#) Policy. All areas of the school are accessible by wheelchair and ramps are provided near steps. Class 1 entrance is from level access. There is one accessible/disabled WC. Class 2 has level access to an outdoor area.

If you have a specific access query, please contact us in school.



Our school works closely with all the local feeder pre-school providers. Class 1 staff visit all placements and have lengthy discussions about each child who joins us in Reception. School will make contact with any other 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 possible

When children move to Secondary school there is a transition programme in place. Over and above this, when needed, we are able to arrange extra visits and transition activities to enable children to be confident about this big event in their educational journey. We work closely with SEND staff in the schools our children move to.



In our school, resources are allocated based on need. The Headteacher and other school staff, along with Governors, identify priorities in school and any individual pupils who require support, and allocate resources accordingly.

The level of support given to pupils is based around their individual needs. Where children's needs are more specialised, complex or rely on specific tasks, then the amount of individual or small group support may be greater than children whose needs are not so great. In all cases, school will endeavour to provide the best provision possible within the constraints of the school's overall budget.



We work with a range of professionals to support children with SEND. These professionals work with us in school providing advice and, at times, working directly with children. Parents will be fully informed when their children work with colleagues from other agencies and are encouraged to meet with them.

We currently work with:

- Educational Psychologist
- Speech and Language Therapist
- Inclusion Support Advisory Team
- Social Care
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Paediatrician



All teaching staff and teaching assistants attend staff meetings where teaching and learning are the focus, and so improve the standards of teaching in all classrooms for all children.

Teaching Assistants and teachers have been trained in delivering a range of interventions which include Precision Teach, Lego Therapy and ELSA.

Individual Teachers and Teaching assistants receive regular training and development opportunities throughout the year, provided by external agencies such as the educational psychologist and physiotherapist to meet the needs of individual pupils.

Mrs Humpleby, the SENCO holds the National Qualification for SENCOs.



Who can parents contact for further information?

If you require further information, you can contact your child's class teacher or Sarah Humpleby.

email: sarah.humpleby@earlsterndale.derbyshire.sch.uk, tel: 01298 83263

Parents and carers are also encouraged to look at the Derbyshire Local [Offer](#) which details support available for children with SEND and their families in Derbyshire.