



SEN&D School Information Report

July 2017



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

Together Everyone Achieves More through Tolerance Equality Achievement and Motivation.

Alvaston Junior School and Village Primary School (through federation) are inclusive schools where diversity is celebrated.

What is SEN&D and SEN&D support?

SEN&D stands for special educational needs and, or a disability.

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 children and young people (CYP) 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

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The class teacher has responsibility 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 SEN&D Policy is followed in their classroom.

Alvaston Junior School

SENDCo: Kate Underwood

SEN&D Governor: Jacqui Stewart

ECM Manager: Joy Bacon

Behaviour Manager: Rob Bull

Village Primary School

SENDCo: Janette Collins

SEN&D Governor: Jacqui Stewart

Pupil & Family Support Safeguarding: Clare Bradley

Behaviour support: Heather Bull

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D 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 are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D 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 e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will

be made for all pupils with SEND. As a school we work hard to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children (see Anti-Bullying policy).

Where a child has a disability, we will make reasonable adjustments, including the provision of auxiliary aids and services, where appropriate, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers and are included in all aspects of daily school life.

In line with the Children and Families Act 2014 and the “Supporting pupils at school with medical conditions” guidance, we make arrangements to support pupils with medical conditions. Where these children also have SEND, their provision will be planned and coordinated according to individual needs.

The kinds of SEN&D provided for in our school are:

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

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. We follow the Local Authority’s Admission Policy for schools.

How are Children & Young People (CYP) with SEN&D identified at our school?

Referring to the ‘SEN&D code of practice: 0-25’ 2014, a CYP has SEN ‘where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age’.

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

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

Parents/carers will be notified by a school, when the following will be discussed:

- the CYP areas of strengths and difficulties
- any parent/carer 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 CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

Assess: an analysis of CYP need will be carried out by the subject teacher & SENDCo. Outside agencies may also be involved.

Plan: if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP 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 CYP and parents through this process.

Our School is:

Alvaston Junior School: 356 pupils aged 7-11, with a 14 place Enhanced Resource Facility for children with Moderate Learning Difficulties. Pupils entering Alvaston Junior School ERS will have learning difficulties with associated immature behaviour and gross/fine motor skills related to their learning difficulties. In addition they may have a range of physical needs that requires support to access their education.

Village Primary School: 700 pupils aged 2-11, including 101 Foundation Stage 1 and 2 year olds.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP 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 all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.

Teachers adapt planning to support the needs of CYP with SEN&D.

Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D 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 SENDCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

This could be for communication (speaking and listening), writing, reading, spelling, numeracy, social skills, physical skills, behaviour skills and emotional well-being. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

Adapting the Classroom Environment

Using adapted resources

Use of computing (including technologies such as Whiteboard presentations)

Behaviour Plans

Visual aids

Having someone scribe your work

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

Outside agencies

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

CYP progress is continually monitored by class teachers, SENDCos and Senior Management Teams. Progress is reviewed at regular intervals and formally once each term. If your child is at SEN&D Support or has an EHC Plan, you will receive a termly verbal report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening.

The progress of CYP with an EHC Plan is formally reviewed at an annual review.

The SENDCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENDCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. (6.44 CoP)

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 an unmet special educational need after speaking to your child's class teacher, you should contact the SENDCo.

What support is there for my child's overall wellbeing?

At Alvaston Junior School

ECM Joy Bacon

Behaviour Manager: Rob Bull

At Village Primary School

Pupil & Family Support Safeguarding: Clare Bradley

Behaviour support: Heather Bull

At both schools, depending on individual needs, a programme will be put in place to support their individual needs. For example, a behaviour plan, life skills, Time to Talk, buddy system, peer reading, playground friendship stop, peer mentoring, counselling.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services such as LA Behaviour Support Service and counsellors.

How is SEN&D support allocated to CYP at 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.'

CYP who are underachieving and failing to meet targets have interventions in and out of class.

CYP are moved on to SEN&D support, when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.

For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.

CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support.

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hours support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENDCo discuss information they have about SEND including:

CYP already receiving extra support

CYP needing extra support

CYP who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school:

Teachers

Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs

Behaviour Managers

Educational Psychology Service

LA STePS Service (ASD)

Educational Welfare Officer

Paid for centrally by LA/Health Service:

Speech and Language Therapy

Occupational Therapy

Behaviour Support Service (LA)

Multi-agency team

SENDIASS

Support Services for the Hearing, Physically & 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

Fun&bility

Disability Direct

Derby City Parent and Carer Forum

Voices in action

And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

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

Class teachers, SENDCo, Behaviour Support Managers are available to discuss issues, as appropriate to their roles in school.

Your child's target will be reviewed 3 times a year, we will work with you to plan and review these via parent consultation meetings.

We will meet with you 3 times a year to discuss how you think things are going (this must be at least once a year)

We will hold meetings with outside professionals where and when appropriate

We hold year information evenings/open evening

We will share information with you about parent/carer support groups

We will hold regular parent/carer events

How does the school support CYP 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 CYP will have a care plan in place.

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

How is our school accessible to CYP with SEN&D?

At Alvaston Junior School, the school is all on one level, movement around school for wheelchair users is not an issue, and where there are steps, a ramp is provided for wheelchair users. There are also disabled parking spaces and toilet facilities.

Village Primary School is also on one level and movement around school for wheelchair users is not an issue. There are three specifically designed disabled toilets with changing facilities and one has a hoist. There are also disabled parking spaces in the car park.

Teaching resources and equipment used are equally accessible to all CYP.

After school and extra-curricular provision is accessible to all CYP including those with SEND.

All CYP 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.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEN&D 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 SENDCo 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 in school:

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

Starting school

Starting FS1 (including two year old provision) (at Village Primary School)

Home visits

Gradual transition visits into FS1 involving parents

Sharing records

Starting FS2

Visits to pre-school providers.

Parents Meeting.

Visits into FS2 involving parents prior to children starting.

Gradual Transition into FS2 in September.

Sharing records

For Alvaston Junior School

Starting Key Stage 2

Visits to school plus any additional visits that are required.

Parent meetings

Share records

Transition meeting

Transition from Key Stage 2 to Key Stage 3:

Members of secondary schools will visit your child's primary school.

Transition meeting with staff from both schools

Record sharing

Enhanced transition, which includes visits and activities with designated members of staff

Extra support for tests, assessments and examinations will be considered as and when necessary

How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has an EHCP Plan or personal SEND Target, they will be involved in writing and reviewing their own outcomes.

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

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. For example:

- differentiation,
- implementing Code of Practice – graduated response.
- writing & reviewing SEND Targets
- ADHD, ASD, Dyslexia, Diabetes, physical impairment, manual handling, visual impairment etc.
- using specialist medical equipment where necessary
- working with children with physical disabilities – specific diagnosis
- behaviour
- safeguarding

Academic Year 2017/2018 we will cover:

Training	Staff	Date
ASD	All Staff (including midday supervisors) at VPS	Spring Term
Differentiation of curriculum within stages & lower stages – especially looking at P levels- WBS/PKF	All teaching Staff at VPS	Autumn Term
SEND across transition	All teaching staff at VPS	Summer Term
Comic Strip Conversations – delivered by C. King	All teaching staff at AJS	Autumn/Spring Term
Social Stories – delivered by C. King	All teaching staff at AJS	Autumn/Spring Term
Precision Teaching – delivered by C. King	All staff at AJS	Autumn/Spring Term
ASD – delivered by R. Chadwick and Liz Hansen	All staff at AJS	Autumn/Spring Term

What if I want to complain?

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 to resolve any issues.

If you still want to complain please see our complaints policy.

Linked documents on the school's website include:

Complaints Policy

Anti-Bullying Policy

Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014

Inclusion Policy

Safeguarding Policy

SEND Policy

Please see www.alvastonj.derby.sch.uk or www.village.derby.sch.uk

SENDCo	
Alvaston Junior	Kate Underwood
Village Primary	Janette Collins
Head Teacher	Jane Green
SEND Governor	Jacqui Stewart