Model Village Primary School

Special Educational Needs (SEN) Information Report September 2017
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This report will be updated after consultation with parents of children with special needs at our school at least once a year.

It is based on key questions asked by parents of children with SEN in Derbyshire and complies with the SEN Code of Practice 2014.

1. **How does the school know if the children need extra help and what should I do if I think my child may have SEN?**

   Teachers continuously assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you think your child may have SEN you need to arrange to meet the Class Teacher to discuss your concerns. This may be at a parents evening, or by telephone or e-mail or by appointment. Sometimes it might be necessary for the school’s Special Educational Needs Coordinator (SENCo) and outside professionals to be involved.

2. **How will the school staff support my child?**

   The class teacher is responsible for all the children in their class including those with SEN. Learning is carefully planned and differentiated to cater for children with differing abilities. Your child may receive support through carefully matched resources within the class setting. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to help support any gaps in their learning. These small intervention groups can be run by the Class Teacher or by a Teaching Assistant. The Special Educational Needs Coordinator may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.

3. **How will I know how my child is doing?**

   Parents’ evenings are held in the Autumn and Spring terms and Class Teachers write an annual report about each child at the end of the Summer term. Parents may request a meeting with a Class Teacher by phoning or calling into the school office. Teachers are usually available to see parents at a mutually convenient time after school. The Special Needs Coordinator is available to speak with all parents by appointment. Children who need SEN support currently have Individual Education Plans (IEPs) with targets which are discussed with pupils and parents at least every half term. Parents of children with Special Educational Needs will also be invited to all meetings with outside professionals. Some families will have regular meetings with agencies through the Early Support (ES) and the Common Assessment Framework (CAF) process.
4. **How will the learning and development provision be matched to my child’s needs?**

   Good quality first teaching from the class teacher is vital. It is carefully planned and differentiated to meet your child’s needs and those of all the children. Children will often have different individual learning tasks and suitable resources to support individuals may be used. Small group learning or one-to-one support from teaching assistants will be available where appropriate. Children with SEN are all regularly assessed and meetings between school staff, pupils and parents are held to ensure that provision is meeting children’s needs.

5. **Who is the named SEN contact?**

   The school SENCo (Special Educational Needs Co-ordinator) is Mr Steve Longden.

6. **What support will there be for my child’s overall wellbeing?**

   The school promotes positive relationships between parents, children and all staff at school. All children including those with SEN are encouraged to participate in clubs including, for example, sporting activities and music lessons. The school listens to children’s views through the school council and regular pupil questionnaires. Assemblies and PSHE lessons address wellbeing issues such as bullying and conflict resolution. The school has links with Shirebrook Children’s Centre which supports families with young children as well as other professionals, such as the Schools Family Worker, the link School Nurse and the Speech and Language Therapist.

7. **What training have the staff, supporting children with SEND had or are having?**

   All Staff have regular in-school and external training in a range of SEN needs. This includes training and advice from other Specialists employed by the LEA. The SENCo attends regular SEN updates and has close links with a local SENCo cluster. Outside agencies support school with on-going advice and recommendations.

8. **What specialist services and expertise are available at or accessed by the school?**

   In addition to good quality first teaching, expertise is shared within the school facilitated by the Special Educational Needs Coordinator. Sometimes the SENCo refers children for advice from external professionals after discussions with parents and class teachers. These services include:
   
   - Education Psychology
   - Autism Advisory Team
   - Educational Welfare Officer
   - Primary Behaviour Team
   - Speech and Language Services
   - School Nurse
   - Visual Impairment Advisor
   - Hearing Impairment Advisor
Parents may also access some services through their General Practitioner, for example the ADHD clinic.

9. How will you help me to support my child’s learning?

The school is keen to help parents support their child’s learning. This starts with information meetings for new Nursery and Reception parents. Termly letters are sent home detailing the learning for each year group. We hold parents’ evenings and information evenings on different subjects. Parents of children who need SEN provision are also invited to regular IEP meetings.

10. How will I be involved in discussions about and planning for my child’s education?

Children with SEN have regular IEP meetings when parents can contribute to future planning. For a few children and families with multiple needs a family eCAF (Common Assessment Framework) may be necessary to enable all services to work together efficiently and share information. Parents are central to these meetings. A small percentage of children with more complex SEN will have an Education, Health and Care Plan (SEN Code of Practice 2014). This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents’ wishes are taken into account.

11. How will my child be included in activities outside the classroom including school trips?

School trips will always be discussed with individual parents where necessary. Risk assessments are always carried out. Whenever necessary, reasonable adjustments will be made to include all children in school trips and activities outside the classroom.

12. How accessible is the school environment?

All Derbyshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise.

13. Who can I contact for further information?

In the first instance, always contact your child’s class teacher. The Special Educational Needs Coordinator (Mr Steve Longden) and Head Teacher (Mr Alan Brown) are also available to discuss concerns with parents. Parents may also contact the Local Authority SEN Officer for further advice.
14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Our school works closely with all settings at the time of transition, including settings before the children join our Nursery or Reception, and Secondary schools. We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEN and our Special Educational Needs Coordinator works closely with parents. In the same way, we work closely with secondary schools to ensure smooth transition and transfer of relevant information. Children with SEN are able to have additional visits to their transfer school where needed.

15. How are the school’s resources allocated and matched to children’s special educational needs? The budget for SEN is decided by the Head teacher and Governing body. Within the budgetary constraints support is allocated according to the level of need. In some circumstances, an application for additional funding can be made to the Local Authority for individual children.

16. How is the decision made about how much support my child will receive?

How much additional support a child will receive will be discussed in consultation with the Class Teacher, parents, Special Educational Needs Coordinator and Head Teacher. Outside professionals may be involved in these meetings and where appropriate, your child may be encouraged to attend.

17. How can I find information about the Local Authority’s Local Offer of services and provision for children and young people with special educational needs and disability?

The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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.

The Local Offer can be viewed at: http://localoffer.derbyshire.gov.uk/