

## **What kinds of need does the school provide for?**

Children and young people with SEND have different needs, but all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there, would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will SEND the governing body a copy of the EHCP and then consider their comments very carefully before a final decision is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does the school know if my child needs extra help?

At different times in their school career, a child or young person may have a special educational need. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

We know when pupils need help if:

- Assessment, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- Whole school tracking of attainment or termly monitoring, shows a lack of expected levels of progress.
- A pupil asks for help.

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.

If you think your child may have special educational needs talk to the teacher or SENDCO.

### **What should I do if I think my child may have special educational needs?**

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCO whose name is Mrs A Dyke and whose contact details are 01283 761361.
- Parents may also contact the SENDCO or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will the school support my child with SEND?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

- For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### **What specialist services and expertise are available or accessed by the school?**

1. Special Educational Needs Support Service
2. Behaviour Support Service
3. The Dyslexia Centre
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Speech and Language Therapy Service
8. Educational Psychologist Service
9. Educational Welfare Officers
10. Physical and Disability Support Service
11. Social Services
12. School Nurse or School Doctor
13. Child & Adolescent Mental Health Service

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

### **How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents at the review meetings or parent's evenings.

### **How will I know how my child is doing?**

- Attainments towards the identified outcomes will be shared with parents through feedback at the review meetings and also through the school report and Parents' Evenings.
- Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis, or for occasional notes, they may use the reading record.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01283 761361.

### **How will you help me to support my child's learning?**

- The class teacher or SENDCo may suggest ways of supporting your child's learning at the review meetings and also through the school report and Parents' Evenings.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- Please look at the school website. It can be found at [www.coton-in-the-elms.derbyshire.sch.uk](http://www.coton-in-the-elms.derbyshire.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups and these aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status, which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety.

## **What training have the staff had or are having in order to support my child?**

Staff have received a range of training on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.

Training has been provided to the SENDCo through:

- Attendance at the termly SENDCo Update.
- Regular visits from the Autism Outreach teacher, an SEND specialist teacher and an educational psychologist who provide advice to support the success and progress of individual pupils.

The Governor with specific responsibility for SEND has completed the SEND Governor training.

The school has the support of the NHS Speech Language Therapist and the Behaviour Support Team as required, to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

## **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

## **How accessible is the school environment?**

The school is on one level and we have access to a sensory equipment.

Recently the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- Doors to the classrooms and communal areas have been replaced and widened.

## **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include: On entry:

- Meetings are held between the pre-school leader and the Early Years co-ordinator, to ensure that the school is fully aware of any children who may have special educational needs.
- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns, as required.

Transition to the next school:

- The transition programme in place for pupils with SEND provides a number of opportunities for pupils and parents to meet staff in the new school. The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

### **How are the school's resources allocated and matched to my child's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated, per pupil to the school, to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or the Head Teacher.

### **How is the decision made about how much support my child will receive?**

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member,
- during parents evenings,
- during review meetings,
- meetings with support and external agencies.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEND.

### **Who can I contact for support?**

•Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via [http:// www.parentpartnership.org.uk/](http://www.parentpartnership.org.uk/)

•The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>

•For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

•Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4s03>

**Where can I find information about the local Offer?**

<http://www.derbyshireSENDdlocaloffer.org/>