



Scargill Church of England Primary School

Let all that you do, be done in love
1 Corinthians 16:14
Living Our Values Everyday

SEND Information Report

Introduction

At Scargill we value the abilities and achievements of all its children, and are committed to providing, for each child, the best possible environment for learning. We have high aspirations for improving the outcomes for children with Special Educational Needs and Disability (SEND).

SEND children are fully included in school life and we recognise and value the contributions that they make.

What should I do if I am concerned my child may have SEND?

- Talk to us. If your child is already in our school then the best person to speak to initially is your child's class teacher.
- If your child has not started our school yet, for example they currently attend a pre-school/nursery, then please make an appointment to speak to Miss Clutterbuck. If your child is moving to our school then please speak to either Mrs Hallsworth or Miss Clutterbuck, depending on the age of your child.

Who are our SENDCOs?

Here at Scargill we have two experienced and dedicated Special Educational Need and/or Disability Co-ordinators (SENDCOs) who manage and monitor Special Educational Needs and/or Disabilities (SEND) across school.

Sarah Hallsworth is Key Stage 2 SENDCO
Julie Clutterbuck is EYFS and Key Stage 1 SENDCO

Both SENDCOs are qualified teachers with a National Award in Special Educational Needs Co-ordination and keep up to date through attending both Derbyshire and DDAT SENCO network meetings throughout the year.

The SENDCOs can be contacted using this email address: SENCO@scargill.derbyshire.sch.uk

What are the areas of need?

There are four broad areas of SEND, which are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

How does the school identify children with SEND?

Early identification of children at Scargill is a priority. Children are identified as having SEND through a variety of methods. These approaches include, but are not exhaustive to:

- Liaison with Early Years setting/previous school
- The rigorous tracking of termly progress and identifying any specific areas of concern.
- Concerns raised by a teacher following observations and ongoing teacher assessments
- Discussions during pupil progress meetings
- Standardised testing results
- Concerns raised by a parent
- Monitoring of progress over time and with the support and provision in place through Quality First Teaching
- Liaising with external agencies i.e. occupational therapy, speech and language therapy etc...

A child has a SEND where their learning difficulty or disability calls for special educational provision, namely that is different from or additional to that of 'normally available'.

Children have a special educational need if:

- They have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools.
- They are under compulsory school age and fall within the definition(s) above or would do so if special educational provision was not made for them.
- A child needs to make progress with a social/emotional need

At Scargill we follow the Graduated Approach of identification and support for children with SEND. Children who receive support from an outside agency are placed on the SEND register, with signed permission from parents/carers. Children registered as SEND Support can move from this status if the actions taken by the child, parents/carers, school staff and outside agencies enable the child to make enough progress in their area of needs. However, some children, dependent on their need, may stay on SEN Support or progress to an Education Health and Care Plan (EHCP):-

How do we support child with SEND?

Access to quality first teaching (QFT) is a priority for all children at Scargill Church of England Primary School. All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. A SEND support plan will be put in place.

We support children with SEND through various means:

Curriculum support:

- Adaptation of learning in class by the class teacher through quality first teaching (QFT).
- Specialist advice and support from external agencies including Educational Psychologists (EP)
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs.

Communication and interaction difficulties:

- Speech and language therapy support (NHS).
- Speech and Language therapist. https://dchs.nhs.uk/our-services-and-locations/a-z-list-of-services/speech_language_therapy/childrens-speech-and-language-therapy
- Thrive- group or 1:1 provision
- Lego therapy groups

- Autism Outreach.

Social and Emotional and mental health difficulties:

- Transition and review meetings between school and parents.
- Advice is sought from behaviour support/ Autism Outreach/ health
- Meetings with Head of School/SENDCO /inclusion team for parents to support behaviour management at home.
- Thrive approach <https://www.scargill.derbyshire.sch.uk/web/thrive/450131>

Physical/sensory support:

- Outreach Support Service for Physical Disability.
- Individualised Health Care Plans.
- Physiotherapist support.
- Occupational therapy advice and support.
- Resources such as writing boards or pencil grips.

How are the Governors involved and what are their responsibilities?

- The Head of School reports to the Governors every term to inform them about the number of children with SEND and how they are being supported.
- The SEND governor is Sue Rogers. She can be contacted by email; srogers@scargill.derbyshire.sch.uk
- The SEND governor's role is to work alongside the SENDCOs to monitor the provision within the school, support school in its work with children with SEND- numbers, staffing ratios, budget allocation reporting back to the full governing body after discussions with the SENDCOs so all governors know about current situations in school
- The Governors agree priorities for spending within the school budget which includes SEND budget with the overall aim that all children receive the support they need in order to make progress.

How are arrangements made to consult with parents?

Scargill CE Primary School has a strong commitment to work closely with parents/carers and has an open door policy to ensure information is always accessible to parents and staff. School values the contribution of information from parents/carers and consults them at many opportunities throughout the academic year.

SEND support plans will be shared with parents three times a year: twice during parents evening and once in the summer term. Parents are able to ask questions and find out information through various means:

- Initial support from the teacher
- Liaison with the SENDCO
- Information is on the school website showing links to school, support services such as Derbyshire Information Advice & Support Service for SEND (DIASS)
- Pre-transition meetings to ensure smooth entry to school
- Attendance at school SEND parent coffee-mornings

In addition to the above there are a number of agencies/ organisations who are able to support and advice parents of children with SEND, such as Sunshine Support <https://sunshine-support.org/> and The Neuro hub <https://joinedupcarederbyshire.co.uk/news/four-new-community-drop-in-hubs-opened-for-neurodiverse-children-and-young-people/>

How are the children's voices heard in the process?

Children are consulted and their views are sought throughout their educational journey whilst at Scargill Church of England Primary School. We ensure that all children are asked about their own strengths and areas for development. They are involved in their one-page profiles and their SEND support plans. Children with SEND are included in pupil voice consultations.

How will the school support transition for children with SEND?

Moving into Reception:

- Established links with local pre-school providers enable us to support children with SEND as they move into Reception. This may include additional visits prior to their school start date, meetings with class teacher/SENDCO/outside agencies (e.g. health) Full handover from the pre-school providers to the Reception department.

Moving from KS1 to KS2:

- To aid a smooth transition, children with SEND in Year 3 remain under the supervision of the KS1 SENDCO (Miss Clutterbuck) until halfway through the academic year (Feb half-term). Then they become under the supervision of the KS2 SENDCO (Mrs Hallsworth).

Moving from KS2 to KS3 (Secondary School):

- Established links with local Secondary Schools SENCOs allow for necessary information to be shared easily and additional support put in place. This might include meetings or extra visits during Year 6.

Mid-academic year transitions:

- If your child has identified SEND please make an appointment to meet with the appropriate SENDCO/Class teacher so that we can work together to ensure a positive start to life at Scargill.

Moving from class to class:

- There are opportunities for some children make additional visits to their next class, they may have a photo booklet or leaflet showing the staff within the new class/ department. The child's latest SEND support plan will also transfer with your child and be reviewed in October, giving your child chance to settle into their new class and routines. Your child's one-page profile will also be passed on with them so that the next class teacher(s) have additional information.

What policies are in place to support children with SEND?

Our SEND Policy will give you the information you need about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENDCOs who will be happy to discuss it further.

The following policies are available for viewing on the website:

- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Medical policy
- Social, Emotional and Mental Health Policy
- Accessibility Plan

For a full list of school policies please go to <https://www.scargill.derbyshire.sch.uk/web/policies/638006>

How does the school work in partnership with others?

It is important that SENDCOs, teachers, parents, TAs, outside agencies, the Local Authority and the children themselves work together to reduce and remove barriers to learning for all. Prior to referral for support from outside agencies, details and concerns will be discussed with parents.

Following discussions with parents and class teachers SENDCOs may request advice from the following services:

Educational Psychologist, Support Service for Children with SEN (SSSEN), Autism Outreach, Speech and Language therapy, Behaviour Support, Visual Impairment Team, Hearing Impairment Team, Clinical Psychologist, Occupational Therapist, Community Paediatrician, school nurse, physiotherapist, social services, Child and Adolescent Mental Health Services (CAMHS)

What is Derbyshire's local offer?

Since January 2015 the Code of Practice states that all local authorities should publish their local offer. The local offer provides information on what services children, young people and their families can expect from the authority. Knowing what is available gives you more choice and therefore more control over what support is right for your child.

The local offer can be found at: www.localoffer.derbyshire.gov.uk/

SEND Code of Practice accompanies the legislation and it can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Early Identification of SEND at Scargill Church of England School

Potential SEND is identified by the teacher, parent or other professional. Concerns may be identified during assessment periods or through our termly Pupil Progress Meetings (PPMs)

Class teacher meets the SENDCO detailing the main difficulties, current support and QFT strategies

SENCO considers the most appropriate next step e.g. classroom observation, meeting with staff and parents or referral to outside agency

SEND Monitoring

Provision/support agreed and targets identified for the child with the SENDCO and class teacher

Provision reviewed.

After adjusting provision in class, the child's needs have been met, the pupil is making accelerated progress and there are no further concerns

Removed from SEND Monitoring

Provision reviewed.

After adjusting provision in class, progress is limited

Further assessments required

SEND Support – Child placed on SEND Register

ASSESS:

- Assessments to take place which may include:
- School based Standardised Assessments
- Referrals to outside agencies for other specialist assessments

PLAN/DO:

- Provision is agreed on and/or amended
- Recommendations and guidance from professionals is actioned
- SEND Support Plan (SSP) written
- Provision/intervention is implemented

Plan, Do, Assess Review Cycle

REVIEW:

- Provision is agreed on and/or amended
- Recommendations and guidance from professionals is actioned
- SSP reviewed and new one written. Monitored by SENDCO before sharing with parents.

Next Steps:

Consider applications for further funding e.g. Inclusion panel, EHCP
Further targeted support implemented and continue with Plan, Do, Assess, Review cycle

Parental communication and contact