

SEN Information Report for Eyam CE (C) Primary School 2019-20

In accordance with section 65(3) of the Children and Families Act 2014

What kind of special educational needs provision is accessible for children at Eyam School?

Eyam School is a fully inclusive mainstream school which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Meeting the needs of all pupils including those with Special Educational Needs and Disability (SEND) is central to the work of our school. All staff, parents/carers, children, Governors and outside agencies work together to ensure that all children have access to the highest quality teaching and learning.

What is the schools approach to teaching children with SEN?

We are a fully inclusive school and strive to ensure that all pupils achieve to their full potential. All children receive quality first teaching in the class with the teacher before we decide whether to provide additional in class support or to take a child out for class for extra or different learning tasks. All lessons are differentiated to meet the needs of the range of children in the class. Children may work in ability groups or when necessary in 1:1 situation. In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- might have physical needs that mean they need additional help, equipment support or challenge
- may have emotional needs which effect their learning or ability to socialise

How do we identify children who may have an SEND need?

- A close relationship with local pre-school providers helps us in the early identification of any child who is transferring to our setting that has additional needs of any kind. The SENCO will liaise with both the parents and the previous providers and attend any relevant meetings prior to that child starting school to ensure that the school has a clear understanding of the child's needs and to ensure a smooth transition is made.
- All children entering the school in the reception classes are assessed to form a baseline of attainment. If necessary, a further assessment of their communication needs will be made using the Every Child a Talker monitoring kit or their physical needs using the Every Child a Mover monitoring tool.
- If a parent has a concern about their child either when they start school or as they are progressing through the school then we listen carefully to their views
- Teachers make careful observations of all the children in their class and can raise any concerns
- Pupil progress meetings/discussions are held twice a year from which we track all children and identify those who are not making expected progress. Interventions/support programmes are then implemented and monitored to ensure that accelerated progress is made.

What provision is made for children with SEND?

In line with the code of practice we offer a graduated response; all children receive quality first teaching (QFT) by all staff in school who take responsibility for ensuring the best possible program for every child. Staff adapt, extend and reinforce basic skills and concepts, share learning objectives, focus on individual needs, use a range of learning strategies such as kinaesthetic, visual and auditory, monitor progress and liaise with parents. This universal provision is termed Wave 1: Inclusive QFT.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Wave 2.

The child's class teacher or TA will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will work

closely with parents and pupils to establish a good understanding of both strengths and challenges.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term SMART targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the dates for the plan to be reviewed. In most cases this review will take place termly.

Progress will be closely monitored and reviewed with the SENCO during specific pupil progress meetings. This graduated response is based upon both teachers, parents and pupils working together. It is highly personalised as it responds over time to a growing understanding of the child's barriers to learning and an increasingly individualised assessment of need. The code 2015 states *"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff."*

Wave 3 provision is for a small minority of pupils who require external provision: may have applied for an Educational Health Care Plan (EHCP); be in receipt of Graduated Response for Individual Pupil (GRIP) funding; TAPs funding (a short term grant); or by specialist support such as speech and language, autism outreach, Childhood Adolescent and Mental Health (CAMHs), Multi Agency Team (MAT), SSEN or the Behaviour Support Team (BST).

Children may have an assessment with the EP for a specific need however their support may still be provided entirely from within existing staffing.

An SEN Support Plan, including input from parents, pupils and staff will be compiled for pupils in Wave 2 and Wave 3.

If the child continues to demonstrate significant cause for concern, an application for an EHCP, including assessments by professional services and school staff, will be made to the LA. A range of written evidence about the child will support the request. This will include an interview with both parents and child, copies of any assessments and provision maps showing the outcomes of support already provided by the school. An EHCP is rarely given in mainstream school and can take up to a year to apply for.

How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at the termly pupil progress meetings attended by the SENCO, head teacher and the Class teacher. A meeting with parents is also held during the year to discuss the assessments that have been carried out and to work out a plan including what we want to achieve before the next assessment point, how we will achieve this, when will this work take place and who will support the child. The Headteacher reports generally to the governing body about the management of support.

What additional support for learning is available to pupils with SEN?

The school provides various interventions/support that meet the individual needs of the children. Those who may require higher levels of support have access to appropriately trained support staff. The school has worked closely with the behaviour support service, the autism outreach service as well as the support service for children with speech & language difficulties and the support service for physical impairment. We also access family support workers through our Early Help Network based at LMS Secondary who support parents and children who have a variety of additional needs and who can suggest links with other organisations such as Talk Time.

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

All children regardless of additional needs are included in all school trips. Parents are informed about the nature of the trip and invited to participate in them with their child if needed. All trips are assessed for accessibility and to ensure that all children can participate in them as fully as possible. There are several out of school activities and they are open to all children regardless of any additional need.

What support is there for my child's overall well-being?

The emotional and social development of all children is very important to us at Eyam Primary School. The children regularly take part in mixed age group activities to ensure that all the children are fully integrated across the school.

There are opportunities for all the children in Years 3-6, regardless of additional needs, to be a playtime buddy who are trained to help include all children in enjoying playtime. They can also take part in the School Council and the Fair Trade and ECO committee. Each class is divided into House groups lead by a House Captain – this provides opportunities for House discussion and the formation of alternative friendship groups.

When it is felt that a child needs additional support with their social and/or emotional development then we are able to offer nurture group, positive play on a 1:1 basis or structured play in small groups.

The school train all staff in administering specialist medication such as EpiPens, Diabetic testing and medication or asthma medication when necessary. If a child requires short term medication from a prescription then arrangements can be made through the school office for the medicines to be administered in school to ensure that children are able to attend. The school has access (through the Call Derbyshire Starting Point referral system) to a triage team through a referral to Social Services. We also work with the Early Help Family Multiagency Support Worker who will meet with parents who have concerns about their child's emotional, social or behavioural needs either in school or at home and will work with the families directly or with the school to try and resolve these issues.

Who can I contact about Special Educational Needs at Eyam School?

The Special Educational Needs Co-ordinator is:

Oona Gilbertson
Headteacher
Eyam CE (C) Primary School
Church Lane
Eyam
Derbyshire

Tel: 01433 630840

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

When a child with additional needs starts at our school we endeavour to ensure that all staff have up to date training for the specific needs of that child for example dealing with epilepsy, specific communication needs e.g. Makaton, picture exchange systems, Deaf awareness or physical handling skills. All staff have up to date Safeguarding training and know what to do if they have any concerns about the welfare of a child.

The school has also worked closely with the school nurse, The Specialist Support Service for Special Educational Needs (SSSEN), The Educational Psychology Service, the Support Service for Physical Impairment, CAMH's, The Hearing Impairment Service, Autism Outreach and Speech and Language Therapists.

How Accessible is the school both inside and outdoors?

The school is fully accessible and has a range of specialist facilities to allow for full inclusion.

Please see the schools accessibility plan available in the Office.

How are parents involved in the school?

Parents are actively encouraged to be partners in their child's education through; informal discussions with their child's teacher, telephone contact, home school diaries, SEN support meetings, progress reviews, termly targets, twice yearly parent consultations and yearly written reports. Parents are also encouraged to come to the weekly reading together sessions as well as other one off events such as Maths Calculations sessions, and Active sessions. Parents of children receiving specialist support will be given opportunities to meet with the support staff at the review meetings for the SEND review each year.

What are the arrangements for consulting children with SEN about, and involving them in their education?

All children, regardless of SEND, are aware of their next steps. Children have targets that are shared, discussed and worked through with the members of staff providing the additional support. Children who have specific needs will work with both staff and parents to complete an SEND Support Plan which has a section for both parents and pupils to complete, this is reviewed annually.

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure and the governing body. A copy of policy is available here on the website.

How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress. The school and governing body will use its knowledge of The Local Offer in order to find the best possible support for a child

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

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32?

Speech and Language service - Dales Children's Centre – 01629 812560

Hearing Impairment service - Dales Children's Centre – 01629 812560

SSSEN – Area Education Office – 01629 533524

School Nurse – Chapel Health Centre 01298 812552

Multi-Agency Team (MAT) Bakewell – 01629 533813

Support Service for Physical Impairment- County Support Service 01332 834782

CAMH's - Buxton Medical Centre 01298 72445

What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers discussing how we can best meet the emotional needs of the child
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child
- A transition timetable to be drawn up and shared with parents/carers and the child to include: Opportunities for the parents/carers to meet with the staff at the school that the child is moving to and opportunities for the child and parents/carers to have several supported visit's to the new situation.

Where is the Local Authorities Local Offer published?

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

In addition this is the link to the SEND Code of practice.

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