

Special Educational Needs and Disability (SEND) Information Report

December 2017



Welcome to our SEND Information report. Ladycross Infant School is a fully inclusive mainstream Infant and Nursery School. We treat each child as a unique individual regardless of their gender, ethnicity, social background, religion, physical ability or special educational needs or disability.

What is the local offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The Local Authority refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. The Derbyshire Local Offer can be accessed here:

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

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet. Some of this information is included in our SEND Policy (Clause 65 of the SEN Code of Practice 2014). This report gives you information regarding the ways in which we ensure we support all of our pupils with Special Educational Needs and Disabilities in order that they can achieve their full potential. Provision may change and develop over time.

The questions and answers that follow provide more information about SEND at Ladycross Infant School.

**What kinds of Special Educational Needs might children at
Ladycross Infant School have?**

The broad areas of Special Educational Needs catered for at Ladycross are

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> •Speech, language and communication needs •Difficulty saying what they want because of poor articulation or use of language •Difficulty in understanding what is being said to them •Difficulty in understanding or using social rules of communication •Children with Autistic Spectrum Disorders including Asperger's Syndrome or Autism which impacts on social communication. 	<ul style="list-style-type: none"> •Learning at a slower pace than their peers, even though the work is adapted for their needs •Levels of difficulty may vary and include moderate learning difficulties (MLD), Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) •Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia. 	<ul style="list-style-type: none"> •Children who are withdrawn •Children displaying challenging, disruptive or disturbing behaviours •Children who have mental health difficulties, such as anxiety, depression or self-harming •Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. 	<ul style="list-style-type: none"> •Vision impairment •Hearing impairment •Multi-sensory impairment •Physical disability

How are children with Special Educational Needs and Disabilities identified at Ladycross?

At different times in their school life, a child may have a Special Educational Need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16-institutions”

Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rates of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the view of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for pupils ‘falling behind.’ These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract from learning. We understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable pupils have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

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.

How is my child involved in his/her own learning and decisions made about his/her education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting
- Self-review their progress and set new targets

The class teacher, TA or SENDCo will talk with your child to find out their views. They might ask what the child finds easy or hard, who the child goes to for help, what the child's interests in and out of school are or what the child feels they need help with. Each term your child's class teacher will help your child to create a One-Page Profile like the one below:



In addition, pupils who are identified as having SEND will be invited to participate in:

- Individual Provision Map (IPM) review and setting IPM targets
- Regular meetings with class teacher or teaching assistant
- Working with adults in small groups and one-to-one sessions
- Annual reviews

How will I be involved with planning for and supporting my child's learning?

Following discussion with parents about the child's needs, it may be agreed that your child is put on the school's SEN register. The child will be placed on the register at 'SEN support'. Support which is additional and different to that which is provided through 'quality first teaching'.

An Individual Provision Map (IPM) will be written in consultation with the child's class teacher, the SENDCo, child and parents. This plan describes what additional support is required for the child (from the school and the parents) in order for them to succeed. The IPM is reviewed each term and parents will be invited in to school to discuss it. At these meetings progress and targets will be shared and reviewed.



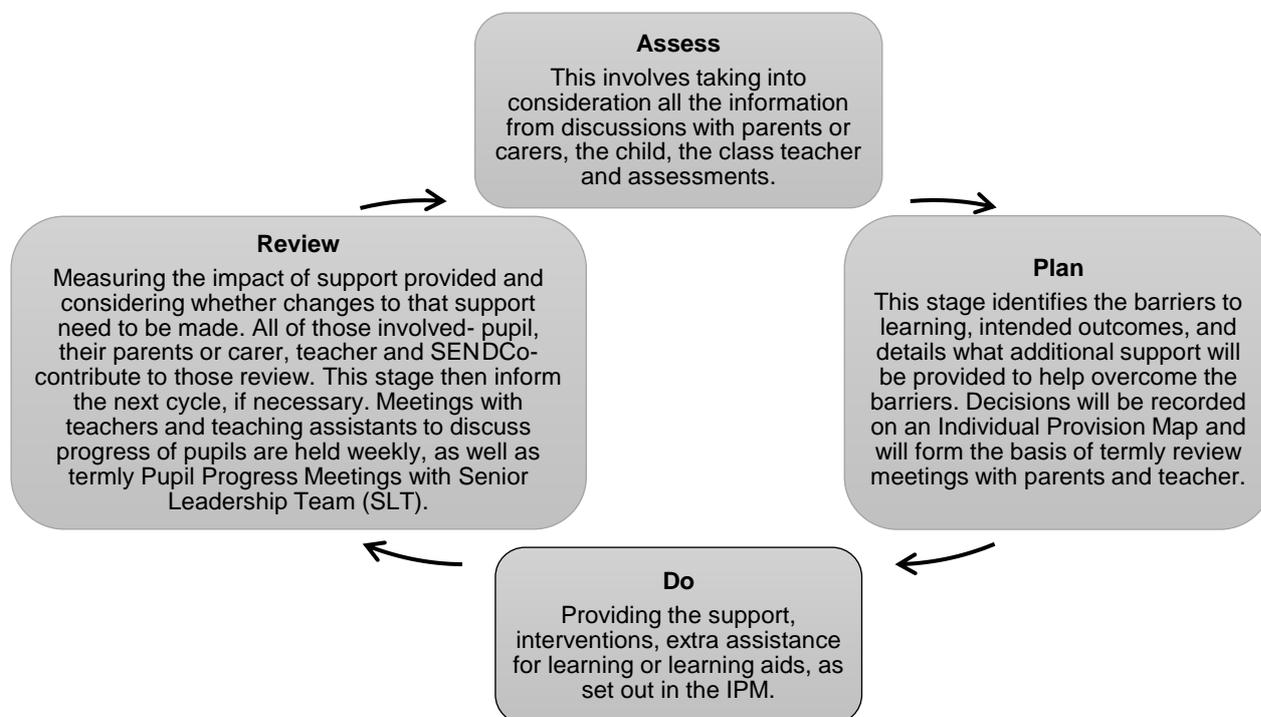
My Individual Provision Map

Name:	Teacher: Year Group:	Reason for provision:	Term:
My targets are:		Provision based on targets:	
Did I meet my targets?		Impact on attainment Reading: Writing: Maths:	
Current attainment: Reading: Writing: Maths:		Date Reviewed: _____	

Parent Involvement:		
My Provision map was discussed with:		
My teacher	My parents	Me

How are children with SEND supported?

If a pupil is identified as having SEND, we provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map. When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do, Review:



This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of pupils with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of pupils, their needs may require access to technology e.g. modified ICT equipment, recording devices etc.

Listed below are a few of the wide variety of interventions and support we use in school:

- Sound Discovery
- Write from the start
- Take ten
- TRUGS
- Nurture group
- Positive Play
- Sensory room activities

What are the different types of support available for children with SEND?

There are a range of ways that pupils with SEND are supported in class:

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team or Behaviour Support Team.
- Outside agencies such as the Education Psychology Service (EPS).

c) Specified Individual support

While the majority of pupils with SEND will have their needs met in the ways detailed above, some may require more support. The SEND Code of Practice says that schools and settings are not expected to meet the full costs of support. They are expected to use their 'normally available resources' and after that, the local authority should provide additional top-up funding. For children in the nursery, Enhanced Temporary Additional Early Years Support (ETAEYS) can be requested and for children in school Graduated Response for Individual Pupil (GRIP) funding can be requested.

For children whose learning needs are severe, complex and lifelong an EHC needs assessment may be carried out to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through

Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service

Supporting children who are looked after and have special educational needs:

- In addition to the above, meetings are held for children who are looked after by the local authority and a Personal Education Plan (PEP) is completed.
- These meetings are attended by all agencies involved with the child to discuss Personal Learning Plans and to look closely at the provision, progress and well-being of the child. Their views are a vital part of the process. These meetings take place termly and a plan of action is produced alongside a provision map. The meeting contents, agreed actions, targets and voice of the child are shared with all agencies.

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on our school website or from the school office. If you would like to discuss our SEND provision or find out more, please contact Mrs Robertson through the school office.

How is extra support allocated to children?

The school budget, received from Derbyshire County Council, includes money for supporting children with SEND.

The Headteachers decide on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school.

The Headteachers and the SENDCo discuss all the information they have about SEND in the school including:

- The children who currently receive additional support
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
- The child’s view will be sought informally and for review meetings in the form of creating a one-page profile.

The needs of pupils are identified on a school provision map which for SEND pupils identifies all resources, training and support. When your child is put onto the SEN register, they are registered at ‘SEN support’.

How do staff check and review the progress of children with SEND?

Children are assessed on a daily basis, however each half term teachers formally review children's progress and attainment; next steps are decided during Pupil Progress meetings. If your child is working below their Year Group Expectations, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail- breaking learning down into smaller steps.

Teachers meet with parents to discuss the progress made by children with SEN at least once a term. At these meetings progress and targets will be shared and reviewed. Parents can bring family members or friends to review meetings, or contact Parent Partnership for advice and support.

We also communicate with you regularly through our reading record diaries and by telephone. In addition to review meetings and twice yearly parent's evenings you will also receive an annual school report in July of each year.

The progress of children with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in via the use of provision maps and Pupil Progress Meetings.

Regular book scrutiny and lesson observations are carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What adaptations are made to the curriculum and the learning environment of children with SEND?

Differentiated teaching through the 'Waves of intervention':

Wave 1: Quality first, inclusive teaching

Wave 2: Wave 1 plus additional, time-limited, tailored intervention support programmes

Wave 3: Wave 1 and 2, plus increasingly individualised programmes.

Individual Provision Maps identify any adaptations which may need to be made to the curriculum or learning environment to meet the child's needs. Adaptations to curriculum or learning environment may be made to remove barriers to learning including:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Visual timetables provided
- Personal work space

In terms of adaptations to the learning environment we feel our school is safe and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have many different facilities to help SEND children throughout our school including handrails positions by

stairs, a disabled toilet etc. An accessibility plan is in place and available from our school website.

At Ladycross every child has the opportunity to access trips. Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised.

Risk assessment are written and shared prior to external visits. Vulnerable children are identified on any risk assessment. Any support identified is arranged as needed, e.g. 1-1, small group. No child is excluded from activities at Ladycross.

How are pupils emotional and social skills developed?

At Ladycross we feel that all children's emotional and social development is important. All children participate in Personal, Social and health lessons (PSHE) in their classes. However, for children with specific social, mental or emotional health difficulties we offer 'Boxall Profile Assessment Tool' for planning interventions which may include:

- Nurture group sessions
- A lunch club (Badger's club)
- Sensory room activities.
- Mentoring sessions on a 1:1- social, emotional and developing strategies/skills
- Social stories
- Additional visual and verbal support timetables
- Workstations
- Visual support using PECs
- Circle of Friends if needed

We also facilitate support from various outside agencies including:

- The Educational Psychology Service (EPS),
- Child and Adolescent Mental Health Service (CAMHS) and other agencies.

Support for children who have SEN in this area will be identified on their Individual Provision Maps.

The school will not accept any bullying, including any towards children who have SEND. Please refer to our Behaviour policy/anti bullying policy available on the school website or from the school office.

How does Ladycross evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a robust system of reviewing our provision each term using The Ofsted framework to self-evaluation. This includes looking at:

1. Pupil achievement
2. Behaviour and safety
3. Leadership and Management
4. Quality of Teaching

Governors are involved in this process and receive regular reports.

Any interventions used will be those that are proven to make a difference for most pupils.

A baseline assessment will take place at the beginning of an intervention- this will provide the point of reference for measuring progress made by a child- and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, Educational Psychologist or health services such as a paediatrician.

Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Who are the best people in school to talk to about my child's difficulties with learning/special educational needs or disability (SEND)?

There are several staff you can talk to at Ladycross regarding your child's learning or SEND. If you are unsure who to approach, please have an initial chat with your child's class teacher.

Your child's class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted or additional support) and letting the SENDCo know as necessary.
- Writing Individual Provision Maps (IPMs) sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school provision maps where necessary.
- Overseeing support that TAs provide for your child.
- Ensuring that you (the parent/carer) are involved in supporting your child's learning.

You can also talk to our SENDCo Mrs Robertson. The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are involved in supporting your child's learning by being kept informed about the support your child is getting and being involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

You are also welcome to talk to one of our Headteachers, Mr Hunt or Mr Hooley. Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Making sure that the Governing Body is kept up to date about issues relating to SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

Craig O'Keeffe is the SEND Governor. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, and that appropriate support is provided for all SEND pupils.

If you have any concerns regarding your child's progress or well-being, then please in the first instance speak to your child's class teacher as they are responsible for all children in their class. The majority of concerns can be addressed at this level. If your concern is not resolved, then speak to:

1. The SENDCo- Mrs Robertson
2. One of the Headteachers- Mr Hunt or Mr Hooley
3. The chair of governors- Mr Paul Randall

Please also refer to the school's complaints policy which can be found on the school website and from the school office.

Mrs Robertson is available at the end of the school day and has a dedicated day each week to focus on SEND provision in school.

Derbyshire Information Advice and Support Service for Special Educational Needs and Disabilities can be contacted on:

Telephone: 01629 533660

Email: ias.service@derbyshire.gov.uk

Derbyshire Information Advice and Support Service for Special Educational Needs and Disabilities

The Register Office

New Beetwell Street

Chesterfield

Derbyshire

S40 1QJ

How are the adults in school helped to work with children with SEND and what training have they received?

Mrs Robertson has gained the National Award for SEN Co-ordination. She also has a Master's degree specialising Special Educational Needs.

The SENDCo supports class teachers in planning for pupils with SEND.

All of the teachers at Ladycross are qualified and our school strives to provide high quality teaching and learning for all children, including those with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of pupils in school, such as autism, dyslexia, sensory processing difficulties, visual impairment etc.

Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Our Teaching Assistants also have a range of expertise in a variety of specialised areas including autism, complex needs and behavioural needs. Staff also work closely with specialists from external support services who may provide advice or direct support as appropriate.

Who else provides services in school for children with SEND?

The range of agencies and support services school works with include, but are not limited to:

- Educational Psychology
- Behaviour Support Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Support Service for Special Educational Needs
- Autism Outreach
- Child and Adolescent Mental Health
- School Nurse
- Support services for Physical Impairment
- The children's centre
- The Derbyshire MAT team

How will you help my child make a successful move into the next class or secondary school or other move or transition?

Transition is a part of life for all pupils, whether that involves moving to a new class or moving to a new school. We recognised that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the summer term; arrangements for transition to junior school for pupils with SEN will be planned according to individual needs.

During year 2, information- previously agreed with parents- will be shared with the SENDCo of their next school. This information will outline needs and support that has proven effective. Where possible children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Ladycross or staff from Ladycross will accompany the child on visits to their new school.