

SEND Information Report for Horsley Woodhouse Primary School

Supporting children and families with Special Needs

Part of the Derbyshire Local Offer for Pupils with SEND

Introduction

Welcome to our SEND information report which is part of the Derbyshire Local Offer for pupils with Special Educational Needs (SEND.) On September 1st 2014, the Government changed the law to improve the support available to children and young people with special educational needs and disabilities (SEND). The Children and Families Act 2014 will affect how we deliver care, education and health services.

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the new SEND regulations which can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

At Horsley Woodhouse Primary School we are committed to working together with all members of our school community. The best people to contact this year are:

Name of Special Educational Needs Co-ordinator(SENDCO): Sarah Gent

Name of SEN Governor: Eleanor Hedley

Name of Head: Liz Peach

If you think your child may have SEN please speak to their Class Teacher or contact Sarah Gent our SENDCO on 01332 880403

Our Approach to Teaching Pupils with SEND

At Horsley Woodhouse Primary School we believe in all adults and children participating in learning. We have created an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all pupils and actively monitor teaching and learning in the school.

Our learning environment is flexible enough to meet the needs of all members of our school community. We monitor progress of all pupils, and staff's continuous assessment ensures that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings, work and planning scrutinies and discussions with staff.

How we identify special educational needs and disabilities (SEND)

At different times in their school career, a child or young person may have a special educational need. The SEND Code of Practice 2014 defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

If a pupil is identified as having SEND, we will provide education or training that is 'additional to or different from' the standard curriculum, intended to overcome the barriers to their learning.

- Pupils can be considered vulnerable to underachievement for lots of reasons: They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn.
- Sometimes they may be worried about different things which may distract them from learning.
- Some pupils may have little or no English when starting school. In this case their grasp of English language is tracked and additional support put in place to accelerate their learning and progress where possible.

Other Opportunities for Learning

All staff at Horsley Woodhouse Primary School have regular updates on the Equality Act 2010 and other new legal documentation. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

At Horsley Woodhouse Primary School we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of underachieving, we will intervene. This does not mean that all vulnerable pupils have Special Educational Needs. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2016-17 shows

Identified as having SEND	10% (13 pupils)
Those that have an Education and Care Plan	2% (3 pupils)

Assessing SEND at Horsley Woodhouse Primary School

Class Teachers, support staff, parents/carers and in many cases, the pupil themselves will be the first to notice a difficulty with learning. At Horsley Woodhouse Primary School we ensure that assessment of educational needs, directly involves the pupil, their parents/carer and of course their Teacher. The Special Educational Needs Coordinator (SENDCO) will also support with the identification of barriers to learning.

For some pupils we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Derbyshire County Council, which are described on the Local Offer website.

Educational Psychologist

Specialist Support Teacher (SSSEND)

Speech Therapist

Behaviour Support

Family Resource Worker

We also employ Teaching Assistants who deliver the interventions in the provision map as co-ordinated by our SENDCO.

What we do to Support Pupils with SEND at Horsley Woodhouse Primary School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2013 detail the expectations of all teachers, and we at Horsley Woodhouse Primary School are proud of our Teachers and Teaching Assistants and their development.

Our Teachers and Teaching Assistants will use various strategies to enable all children to access to the curriculum, this might include using:

- Visual timetables
- Frameworks to support writing (writing frames, maps, plans)
- Computers, ipads, microphones or other alternative recording devices
- Peer systems (talking partners, small group work etc.)
- Positive behaviour rewards system

At Horsley Woodhouse Primary School we will ensure that:

- Each pupil identified as having SEND, will receive appropriate support that is 'additional to or different from' a normal differentiated curriculum.
- Progress towards individual or group targets will be monitored and reported to parents at least termly. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.
- Support is described on a provision map, which although does not detail the individual pupil names, describes the interventions and actions that we undertake at Horsley Woodhouse Primary School to support pupils with SEND across the year groups.
- We modify the provision map termly, and it changes every year, as our pupils and their needs change.

Funding for SEND

Horsley Woodhouse Primary School receives funding directly to the school from the Local Authority to support the needs of pupils with SEND.

The school funds directly any further support which is required to meet the needs of all our children.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Horsley Woodhouse Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for pupils with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and pupil (where appropriate), agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their Teaching and Teaching Assistants will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a pupil has an Education Health and Care Plan (EHC plan) or statement of special educational needs the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all pupils is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Preparing for the next step

Transition is a part of life for all pupils. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Horsley Woodhouse Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all pupils with SEN. Moving classes will be discussed with you and your child at their summer term review meeting.

For pupils with SEND, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Horsley Woodhouse Primary School is a Local Authority maintained school. We can shape and develop provision for all of our pupils ensuring achievement for all. This SEND report declares our annual offer to pupils with SEND, but to be effective it needs the views of all parents/carers, pupils, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.derbyshiresendlocaloffer.org (for Derbyshire's local offer)

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

www.dfe.gov.uk

www.familyvoice.org.uk/