

## Introduction

All Derbyshire Local (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

## What is the Local Offer?

The Local Offer is a description of all the services available to support disabled children and children with SEN and their families.

- The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. Please click here to see Derbyshire's Local Offer.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The SEND Local Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- More information can be found on; <https://www.derbyshire.gov.uk/send>

## Buxton Infant School SEND Information report March 2021

At Buxton Infant school we have carefully considered the following questions, frequently asked by new parents and carers and below are the responses to those questions.

### 1. How does Buxton Infants school know if your child needs extra help?

We aim to get to know each child well. This often begins even before they have started at our school. We have an excellent relationship with all the preschools and nurseries that children are attending and we begin to liaise with them in the spring term before they start to find out about any additional needs that they have identified.

Teachers and senior management hold termly moderation meetings to talk about the progress that individual children are making and to monitor any changes to their rate of progress or changes in behaviour.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Concerns may also be raised by parents or carers or teachers at any point during their time with us. We also hold parent consultation where concerns can be raised by parents or teacher. Buxton Infant school prides its self on having an open door policy and we will gladly listen to any concerns that parents may have about their child's social, emotional or educational development.

## **2. What kind of Special educational need do you provide for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties or epilepsy

## **3. Who is responsible for children with SEND?**

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Class teachers have responsibility:

- To provide high quality differentiated classroom teaching
- To ensure that all pupils with SEND make progress
- To work closely with Teaching Assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching

- To be fully aware of procedures for identifying, assessing and making provision for pupils with SEND
- To meet with parents of children on SEND support when compiling the SEND support plan

The SENCO, Sarah Cafferky, is responsible for:

- The day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Providing advice on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure all parties are informed and a smooth transition is secured
- Working with the head teacher and school governors ensuring that the school meets its responsibilities under the Equality Act 2010 re reasonable adjustments and access arrangements.
- Ensuring records of all children with SEND are up to date
- Liaising with the Governing Body and head to ensure the smooth running of the admissions process for children with EHCPs including the SEND report for each full Governing Body meeting Submitting a SENCO report to each full Governing Body. To keep them fully informed of SEND issues.

#### **4. How does Buxton Infant School Support a child with special educational needs?**

All teachers at Buxton Infant School match the curriculum to the needs of individuals in their class. The children are taught at their own starting points and set personal targets. The provision will be differentiated by the class teacher to enable all children to access it. If a child has been identified as having special educational needs they may be given a SEND plan which will identify manageable next steps in learning. The targets will be set with the parents and will be reviewed at least five times a year.

Teaching assistants may be allocated to work with a pupil in a 1:1 or small group to target specific needs. Where a child has been identified as having a specific need in literacy or numeracy then they may be taught in a small intervention group. The length of time of the intervention and the nature of the work will be tailored to the groups needs and will be reviewed after six weeks to monitor its effectiveness.

Occasionally, a pupil may need more expert support from an outside agency, such as Speech and Language Therapy or Occupational Therapy. A referral will be made with parents' consent and sent to the relevant service. After further assessments, a programme of support may be given to the school and parents/carers.

### **Our Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The quality of teaching is carefully reviewed by the SLT through regular lesson observations, work scrutiny, planning scrutiny and pupil progress meetings.

### **1. Differentiated class work or target work**

The vast majority of children at Buxton Infant School will meet all their educational potential through high quality targeted teaching. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;

Pupils whose progress is causing concern are identified to the SENCO and are monitored.

If these concerns continue to persist interventions and additional support may be put into place.

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Interventions that may be used include:

- Target reading
- Specific literacy interventions such as Action Words/Whole word learning
- NELI language catch up program
- Specific numeracy interventions
- Nurture Group, Positive play, T days or Structured play
- Developmental co-ordination programmes

### **2. A child is placed on the SEND register at SEND Support**

Where progress continues to be a concern then a SEND plan will be written and a child will be added to the SEND register. Termly meetings will be held with the parents to formulate the plan to remove barriers to learning and put effective special educational provision in place. This will begin the cycle of [assess, plan, do, review](#) with the child at the centre of the process. A profile will be started for a child. It will include the parents' views, the child's views and views of the school. This will be a working document that will evolve with the child and over time.

### **3. A higher level of need**

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service

- Speech and Language Therapist (SALT)
- Behaviour Support
- Autism Outreach
- The support Service for Physical Impairment
- School Nurse or Specialist Paediatrician
- Child and Adolescent Mental Health

#### **4. Application for GRIPs or an EHCP**

A small number of pupils, whose needs are complex and long term may require a greater level of support than that provided at SEND support from the schools own resources. For these pupils a request will be made to the Local Authority to conduct an assessment of educational, health and care needs. This may result in an ECHP. These replace what was formerly known as Statements of Special Educational Needs.

Where a pupil's needs are not as evidently complex for an ECHP and are more specific and not necessarily long term, then an application for GRIPs can be made. A GRIP stands for Graduated Response For Individual Pupils. A GRIP allow schools to access higher level need funding without the necessity to request an education health and care plan for pupils with significant barriers to learning.

Derbyshire's GRIP initiative is for pupils with significant special educational needs in primary and secondary schools.

GRIP gives pupils access to specialist services, as appropriate, such as support service for special educational needs (SSSEN), at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils.

#### **5. How can I work with Buxton Infant school to support my child's learning?**

You can work with us by:

- Reading at home regularly – listening to your child and reading to them
- Supporting any additional activities that might be sent home either by school or by other agencies
- Sharing information about your child's strengths and areas for development
- Attending meetings about your child
- Contributing to any SEND plan that is devised
- Being positive with your child and recognising the small steps of progress they make

#### **6. What support will there be for my child's overall wellbeing?**

The school offers a variety of pastoral support for children who are experiencing emotional difficulties.

These include:

- Support from close members of staff such as the class teacher or TA
- Nurture group, T Days and Structured play provision
- Support from one of our Family Resource Workers

## **7. Who are the people providing services to children with SEND at Buxton Infant School?**

### **School Provision**

- Teachers are responsible for planning differentiated lessons to meet the needs of all pupils within the class setting.
- Teaching Assistants working with small groups or individual children.
- Small groups for interventions listed in our school offer.
- Teaching Assistants offering support for children with emotional and social development through Positive Play.
- Family Resource Workers offering support for children with emotional and social development through Nurture group

### **Multi Agency Provision including Local Authority Provision which may be delivered in school**

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Parent Partnership
- Early Help Team
- Support Service for the physically impaired Health Provision which may be delivered in school:
- School Health
- Occupational Therapy

- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

## **8. How will my child be included in activities outside the classroom?**

Buxton Infant School prides its self on its reputation for being an inclusive school. We will always do our best to ensure that all children can take part in all activities within school. Activities may be adapted or extra support provided to ensure that all children can participate. Risk assessments are carried out and procedures put in place to allow all children to participate. Parents will be asked to contribute to discussions about how best to support their child in these activities.

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

Buxton Infant School is a fully accessible site including wheel chair access. We have disabled toilet facilities and changing facilities. There are easy access doors to the hall. We ensure that all equipment where possible is accessible to all children regardless of their needs. We work closely with specialist teachers who advise us on specific children's needs and are more than happy to discuss any individual's access requirement. Please see our accessibility plan for any further information

## **10. How will the school prepare my child for transferring to a junior school setting?**

When children leave our school the SENCO/ class teacher and/or Head Teacher liaise with schools and pass on information about pupils with SEND before their transfer to that school. The SENCO from the relevant school is invited to attend the Annual Review meeting for pupils with an Education Health Care Plan or GRIP

Where possible we will ensure that a pupil with SEND who is moving schools has a tailor made transition programme in place so that they have time to get to know the geography of the new school, staff that may be supporting them and what the routines are.

Our provision for all children moving to Buxton Junior School includes:

- The children are given plenty of opportunities, both formal and informal to spend time in the Buxton Junior classroom so that they become familiar with the teachers, the layout and the routine of that classroom.
- There are discussions with parents and carers about how we can best meet the emotional needs of the child
- The SENCO from both schools will work together on the transition of SEND pupils. This ensures a smooth transition for pupils and parents.
- Year 3 teachers from Buxton Junior School visit the Y2 classes and teach the children during the summer term so that they can get to know them

- Any Teaching Assistants from Buxton Junior School who are going to work with a child from Buxton Infant School may spend some time shadowing a TA working with the child in Y2
- Children from Buxton Infant School visit the Junior School as part of a focused transition programme, and children who have special educational needs are welcomed in extra supported transition meetings and visits
- Parents of children at Buxton Infant School are welcome to make appointments to visit Buxton Juniors at any time

### **11. How are the school's resources allocated and matched to pupils' SEND?**

The school budget received from Derbyshire Education Authority includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.

- The Head Teacher/ SENCo decides on the deployment of resources for children with SEND in consultation with the class teachers and governors, on the basis of needs in the school
- The Head Teacher /SENCo discusses all the information they have about SEND with the class teachers in the school including;
  - The children getting extra support already
  - The children needing extra support
  - The children who have been identified as not making expected progress and for whom Specific Provision Reports are developed. These identify all resources / training and support for children with SEND, are reviewed regularly and changes made as necessary.
- The school is responsible for providing the first wave of support for a child and this may be some or all 1:1 support, small group support or satellite support. If a child needs further support, the school may receive further funding by applying for a GRIP (Graduated Response for Individual Pupil) and or EHCP (Education Health Care Plan) both of which provide top-up funding for pupils.

### **12. How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.

### **13. What do I do if I have a complaint to make?**

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint, the following procedure should be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SENCO.
2. If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head teacher. If necessary, parents may complain to the Governors in writing. The complaints procedure is on the school website.
3. If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.