



## Special Educational Needs and Disability Information Report July 2023

### **The kinds of special educational needs for which provision is made at the school**

“How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

We are a mainstream school and value all of our pupils as individuals. In order to ensure that our pupils are making good progress at school we monitor and assess each pupil termly. Where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling.

Class teachers use parental consultation evenings and reports to talk to you about your child's progress and suggest ways in which you could help at home. If there are any specific concerns about your child you may also be invited to attend a meeting to discuss your child's needs with the teacher, or request a meeting yourself. If difficulties persist, the SENDCO (Special Educational Needs and Disability Coordinator) may become involved. At this point, there may be a need for more specific interventions in school. The SENDCO will discuss the next steps with you and your child.

### **Information about the school's policies for the identification and assessment of pupils with special educational needs**

“How do you identify children with special educational needs?”

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. The class teacher and SENDCO will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g. Speech and Language Therapists, Health Visitors, Educational Psychologist).

**Information about the school's policies for making provision for pupils with special educational needs and/or disability whether or not pupils have Education Health and Care (EHC) Plans.**

*"How will you support my child?"*

*"How does the school know how effective its arrangements and provision for children with special educational needs are?"*

If your child is identified as needing early intervention or having SEND (Special Education Needs and/or Disability), in addition to in-class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, social skills. This support will be in the form of careful differentiation in the classroom and/or intervention programmes. If your child has an EHCP (Education Health Care Plan) we will put provision in place as outlined in that plan. The class teacher, working with the SENDCO, will monitor pupils' progress regularly and keep an eye on how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. School Governors are kept informed of the progress of all groups of pupils.

**The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

*"How will both you and I know how my child is doing and how will you help me to support my child's learning?"*

Progress reviews of all SEND pupils and pupil progress meetings take place each term. Early intervention is put in place before children are formally identified to be added to the SEND record. Some pupils may require a SEND Target Plan (pupil passport), formally an IEP, or a SEND Support Plan, a copy of which will be sent home. The Plans are reviewed every half term, but monitoring is ongoing and reviews are conducted when targets are achieved and next steps are put in place. Small steps are tracked termly for all SEND pupils in spelling, Maths and Reading. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCO if they have any concerns. Where there are behaviour concerns it may be desirable for a Home/School link book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies. These workshops help parents and carers to support their children's learning at home and are held both during the school day and the evening.

**The school's approach to teaching pupils with special educational needs;**

*"What is your approach to individual learning?"*

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account the ability and the

different ways in which pupils learn. The SENDCO has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENDCO monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Teachers and support staff also attend training courses to support their teaching methods.

### **How the school adapts the curriculum and learning environment for pupils with special educational needs;**

"How will the curriculum be matched to my child's needs?"

The Accessibility/Equality Plan is regularly reviewed by our Governing Body. We also provide a range of additional resources for SEND pupils (e.g. Due to the physical size of the school building, some adjustments are limited. However, options will always be explored, for example, reading books, maths equipment, ICT etc). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress. Pupils who have a medical need in school have a Care Plan in place to identify and support any area of concern and to discuss medication and therapy.

### **Additional support for learning that is available to pupils with special educational needs;**

"How is the decision made about the type and how much support my child will receive?"

Additional support is tailored to the individual needs of our pupils; the support may come from the class teacher or teaching assistants with the support of the SENDCO. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to support pupils to enable them to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

### **Activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

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

We provide a range of extra-curricular activities (clubs and trips) which are made available for all of our pupils. If a pupil has additional needs (including medical needs), we would aim to plan carefully with parents in order to meet specific needs. We would make every effort to familiarise pupils before a trip / event and provide any additional one-to-one support required. We always evaluate our pupil's care for extra-curricular activities and a Risk Assessment is drawn up to ensure that all health and safety aspects have been given consideration. Parents may be invited to accompany their child on school trips, at the school's discretion.

**Support that is available for improving the emotional and social development of pupils with special educational needs.**

“What support will there be for my child’s overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors the well-being of all pupils. Where pupils are found to have needs around emotional and social development, provision is put in place to support them. We have Learning Support Assistants trained in emotional support (ELSA’s) as well as offering counselling through Relate, School Support Worker and Health and Wellbeing Groups; we also have regular PSHCE Personal Social Health and Citizenship Education. Some pupils may have needs related to behaviour and we will work with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child’s safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.

**In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND coordinator.**

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child’s class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you would be able to contact the school office and make an appointment with the SENDCO or a member of the School Leadership Team.

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

“What specialist services and expertise are available at or accessed by the setting?”

“What training have staff supporting SEND had or what training are they having?”

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We regularly organise training to meet the needs of all of our children and their parents. Part of the role of the School Leadership Team and the SENDCO is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language
- Educational psychologist
- Specialist teaching service – including visually and hearing impaired
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually as part of our Accessibility Plan. On site, we have a disabled toilet in the main building, mobile classrooms, POD buildings and the two-storey classroom building. As well as disabled parking bays in the car park. There is also a lift for disabled users situated in the two-storey building.

**The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child’s education. We hold parents’ evenings in the Autumn and Spring terms. We also provide a comprehensive written report in the Summer term. SEND pupil passports are reviewed every half term and a copy is available from the class teacher for parents. For those pupils with additional or significant educational needs who may have an EHCP, we have annual reviews which Parents attend.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

“How will my child’s views be listened to?”

We encourage pupils to share their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires as well as through the pupil’s personal targets. We want pupils, right from the early years, to be involved in the decision-making process.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCO or a member of the School Leadership Team or the Headteacher. If after meeting with a senior leader you still have concerns please see our complaints policy, a copy of which can be found on our school website.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

"Who else has a role in my child's education?"

Governors are aware that in addition to teachers and learning support assistants, there are a wide range of other professionals and organisations who are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations, Local Authority Support Services etc. We also have a SEND Governor; please speak to the office if you wish to contact them.

**The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

"What other support services are there who might help me and provide me with information and advice?"

If you need support in finding an organisation or support service for your child, please contact Mrs Debbie Moore (SENDCO), Mrs Rachel Hillier (SENDCO) or Mr Lawrence Lee (Headteacher) at Sketchley Hill, who will be happy to help you navigate through the local offer. You may also find the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) useful or the Independent Parental Special Education Advice (IPSEA).

**The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

"How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"

We liaise with local pre-school settings and High Schools to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements can be made for individual pupils as required. We also liaise with schools in other authorities

when pupils move into or out of our local area and if appropriate, liaise with special school provision.

**Information on where the local authority's local offer is published.**

“Where can I find the local authority's Local Offer?”

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's Local offer can be found on their website.

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>