

SEND INFORMATION REPORT 2017

Part of the Derbyshire Local Offer for Pupils with Special Educational Needs and Disabilities

New government legislation requires us to publish a new report called the SEND Information Report (clause 65 of the SEN Code of Practice 2014). An initial version has been drafted and will be amended as further guidance is received from the Local Authority.

<p>Our school and SEND provision</p>	<p>Egginton Primary School is a small mainstream village Primary School. At Egginton Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and Disabilities.</p>
<p>The Special Educational Needs Coordinator</p>	<p>Mr R. Kitching is our SEND Co-ordinator (SENDCo) and Headteacher. He can be contacted on 01283 732748 or headteacher@egginton.derbyshire.sch.uk</p> <p>Rev. F. Solman is our SEND Governor. Rev. Solman can be contacted on 01283 732349</p>
<p>Identification and assessment of pupils with Special Educational Needs & Disabilities</p>	<p>Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.</p> <p>The use of school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their end of year target.</p> <p>Concerns voiced by parent / member of staff external professional.</p> <p>Pupils may come to us with outside agencies already involved.</p> <p>Egginton Primary School has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments.</p> <p>The SENDCo makes referrals to these outside agencies as needed.</p> <p>Progress of children with SEND is carefully monitored by scrutiny of data tracking grids and intervention monitoring.</p> <p>Children tracking below expected levels or making less than expected progress are identified and interventions put in place.</p>
<p>Provision for pupils with Special Educational Needs and Disabilities a)The effectiveness of provision for</p>	<p>Egginton Primary School has a robust system of reviewing provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of-</p> <ol style="list-style-type: none"> 1. Pupil achievement 2. Behaviour and safety 3. Leadership and management 4. Quality of teaching <p>Governors are involved in this process and receive regular reports.</p> <p>All pupils who access an intervention are monitored closely and entrance and</p>

pupils with SEND	exit assessments are made. This sometimes involves the use of specific assessment packages. The increase in attainment is analysed to ascertain whether the progress made on these interventions is below expected, expected or better than expected.
b) Arrangements for assessing and reviewing the progress of pupils with SEND	<p>Teachers assess pupils continuously. Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND.</p> <p>Parents are involved in the review process at least 2 times a year at SEN support review meetings and also have the opportunity to discuss progress at parents' evening.</p> <p>At review meetings a number of targets are set and ways parents can help at home are discussed.</p> <p>At the end of each academic year a written report is sent to parents detailing progress.</p> <p>The SENDCo and class teacher are available for appointments to discuss progress at any other time during the year.</p>
c) Approach to teaching pupils with Special Educational Needs and Disabilities	<p>All pupils with either a statement or EHCP have a Provision Plan which details their next steps and strategies to address these next steps.</p> <p>All pupils with SEND receive high quality first teaching (carefully differentiated work within the classroom). Carefully matched interventions may also enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity.</p> <p>School staff may also be supported by outside agencies regarding strategies best matched to teach specific pupils.</p> <p>Pupils with a statement of special educational needs or an Education and Health care plan are also supported by a SSEN (Support Service Special Educational Needs) teacher on a 1:1 basis.</p>
d) Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities	<p>The curriculum has been reviewed in line with the new regulations.</p> <p>Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.</p> <p>We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach.</p> <p>The in class support provided by teaching assistants, SSEN and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.</p> <p>Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources or by outcome.</p> <p>The buildings, access and facilities are of a good standard. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access. Plans for improving classrooms ensure that they are fully accessible.</p>

<p>e) Additional support for learning</p>	<p>The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a statement or EHCP and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources. The school will request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention SEN support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.</p> <p>An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.</p>
<p>f) Activities available to pupils with Special Educational Needs and Disabilities</p>	<p>All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all.</p> <p>All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The SENDCo works closely with parents before trips to discuss specific needs of each pupil with SEND.</p> <p>No pupil is removed from activities at Egginton Primary unless a request is made from parents or carers and, even then, we would seek to adjust the activity or level of support so that the pupils could access it.</p>
<p>g) Support available for improving the emotional and social development of pupils with SEND</p>	<p>We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount.</p> <p>Some pupils work in small groups or one to one with an adult to address needs which are specific to individuals. Activities to improve self-esteem and social skills are also carried out on a one to one basis.</p>
<p>The expertise and training of staff in relation to pupils with SEND</p>	<p>The SENDCo supports class teachers in planning provision for pupils with SEND.</p> <p>All of the teachers at Egginton Primary School are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs.</p> <p>The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities.</p> <p>Our Teaching assistants also have a range of expertise in a variety of specialised areas.</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.</p>

<p>Accessibility for pupils with SEND</p>	<p>Egginton Primary School is made up of a range of single storey buildings which have accessibility ramps where required to.</p> <p>There is an accessible toilet in the building.</p> <p>The equipment used in school is accessible to all pupils regardless of need.</p> <p>For further details please see the Accessibility Plan which is available on the website.</p>
<p>Consulting and involving parents</p>	<p>The school aims to work in partnership with parents and carers.</p> <p>We do so by:</p> <ul style="list-style-type: none"> • Keeping parents and carers informed and supported during assessment and any related decision-making process about SEND provision • Working effectively with all other agencies supporting children and their parents • Giving parents and carers opportunities to play an active and valued role in their child's education – meetings at least termly in the form of Provision plan meetings and parent consultations • Making parents and carers feel welcome • Ensuring all parents and carers have appropriate communication aids and access arrangements • Direct contact with the SENDCo via phone or email • Providing all information in an accessible way • Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • Instilling confidence that the school will listen and act appropriately • Focusing on the child's strengths as well as areas of additional need • Allowing parents and carers opportunities to discuss ways in which they and the school can help their child • Agreeing targets for the child • Making parents and carers aware of the Parent Partnership services and any other support services they could access.
<p>Consulting with pupils about their Special Educational Needs and Disabilities</p>	<p>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:</p> <ul style="list-style-type: none"> • State their views about their education and learning • Identify their own needs and learn about learning • Share in individual target setting across the curriculum • Self-review their progress and set new targets <p>In addition pupils who are identified as having SEND are invited to contribute or participate in:</p> <ul style="list-style-type: none"> • Reviews and setting targets • Regular meetings with named adults • Working with adults in small groups and one-to-one sessions • Annual reviews

Concerns about the provision for pupils with SEND	In the first instance we encourage parents to contact their child's class teacher. If concerns remain we ask parents to contact the SENDCo and Headteacher. In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors.
Outside agencies involved with pupils with SEND	At Egginton Primary School we may receive support from <ul style="list-style-type: none"> • Educational Psychology • Behaviour Support Services • Support Service for visual, physical and hearing impairments • Support Service for Special Educational Needs • Autism Outreach • Speech and Language Therapy • Physiotherapy • Occupational Therapy • Community Paediatricians • Clinical Paediatricians • Child and Adolescent Mental Health Services
Arrangements for supporting pupils with SEND in transferring between phases	We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in of education place for your child. We will make sure all records are passed on. We will support your child during visits to their new school wherever possible. When moving classes in school information will be passed onto the new class teacher in advance. Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher. A transition programme is put in place for those pupils who require it.
Support for parents of pupils with Special Educational Needs and Disabilities	Your child's class teacher and the SENDCo are always available to discuss your child's needs and progress. All outside agencies will contact parents to keep them informed of their involvement. Derbyshire Parent Partnership can be contacted on Telephone - 01629 533660 Fax – 01246 273155 Email – parent.partnership@derbyshire.gov.uk Derby & Derbyshire Parent Partnership c/o Chesterfield Register Office New Beetwell Street Chesterfield Derbyshire S40 1QJ
Derbyshire's Local Offer	This outlines the services and support available to pupils with SEND in Derbyshire schools and can be viewed at: http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/local_offer/default.asp As from September 2016.

