

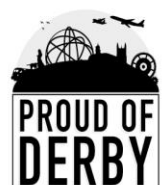


# **SEN&D School Information Report**

**Reviewed September 2022**



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

**Working together to inspire every pupil to:**

**Step in** to their learning adventure.

**Step up** to achieve their potential.

**Step out** and let their creativity shine.

**Step together** in friendship and respect.

**Step forward** and follow their dreams.

Homefields Primary School is an inclusive school where diversity is celebrated.

## **What is SEN&D and SEN&D support?**

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP (Child or Young Person) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

## **Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?**

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

**SENCo Mrs Katie Wainwright** [senco@homefields.derby.sch.uk](mailto:senco@homefields.derby.sch.uk)

**SEN&D governor Mrs Sara Tucker**

**Learning Mentor Mrs Patricia Tomlinson**

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving

- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

### The kinds of SEN&D provided for in our school are:

When identifying the nature of a child's special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the child may need support in more than one of these areas.

### How are Children with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has special educational needs 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo and class teacher to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

**Assess** \_ an analysis of CYP need will be carried out by the subject teacher and SENCo.  
Outside agencies may also be involved.

**Plan** – if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

**Do** – interventions/support will be delivered.

**Review** – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process.

Target plans will be written three times throughout the year and shared with children, parents and the SENCo. The Assess, Plan, Do, Review Process will be used to help inform target planning.

These target plans will be shared with parents through either face to face meetings (if appropriate) or via email/class dojo and online meetings, where plans can be discussed. Children will also be given the opportunity to share their thoughts about their targets. It is crucial that all parties, parents/carers, children and school input into the plan to ensure the best support for the child and to ensure that the child is at the centre of the planning.

## **Our School is:**

Homefields Primary School is an outstanding Community Primary School maintained by Derby City Council. The school is a spacious, modern, purpose-built school which has undergone major expansion in 2013. Since then the school has grown and the school now has 11 classes together with a Foundation Stage 1 unit.

From Foundation Stage 1 to Year 6 we currently have 340 children on roll and 35 children on the SEND register, 9 of these 31 children have EHCP or Statements.

## **What are the different types of support available at our school?**

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of children with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

### Specific group work intervention

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or Learning mentor.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work
- Personal work space e.g. work station

There are many more that may be put in place depending on the individual pupils needs.

During times when school may be told to close or children being required to self isolate during term time (COVID). Guidance, support and work will be provided to help support parents and families. Communication with class teachers will be paramount, with online platforms being used to share work, information and messages.

At Homefields the focus will be put on ensuring children and their families are safe and well during these times and not on completing work put online or sent home. Personalised timetables for individuals with SEND will be important and it is important that parents and staff understand that families must do what work for them during these unprecedented times.

Teachers to be responsible for the learning of all children in their class, including those with SEND. Teachers to communicate with children with SEND and where appropriate give suggestions of alternative learning ideas and support if requested from parents

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

### **How we measure progress?**

Childrens progress is continually monitored by the Class Teacher, Senior leadership team and SENCo. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN&D Support or has a statement/EHC Plan, you will receive a termly report through their SEND Target Plan on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening. The progress of children with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

### **Evaluating Effectiveness**

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

### **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. The class teacher will then monitor your child and pass on any concerns to the school's SENCo.

If you have concerns that your child has an unmet special educational need after speaking to the class teacher, you should contact the SENCo, Mrs Wainwright directly.

### **What support is there for my child's overall wellbeing?**

Children are taught PHSE skills in line with the national curriculum in their classes and using the Early Years

Curriculum for Foundation Stage; where early social and emotional skills are a prime area of learning.

Where children are finding appropriate social skills and friendship development more challenging there is support offered during lunchtimes, buddies may be allocated by the class teacher and specific circle time planned. Where children are still finding social times challenging they may be referred to the school's Learning Mentor to receive social skills intervention through the use of friendship stories, games and support in building children's confidence.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services such as CAHMS or STePS.

During extended period of closure/during self isolation periods if necessary (COVID) Homefields will ensure all vulnerable children are contactable by SLT or the SENCo to ensure well-being of all children.

Contact with parents of children with EHCPs will be more frequent from SLT/SENCo.

## **How is SEN&D support allocated to Children at our School?**

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Children will be taken off the SEN&D register if and when targets/outcomes have been achieved.

## **Who else could support your child with SEN&D?**

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Learning Mentor
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
  - Fun&bility
  - Disability Direct
  - Derby City Parent and Carer Forum
  - Voices in action
- And many more

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## **What support do we have for you as a parent/carer of a child with SEN&D?**

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Subject teachers, form tutors, Heads of Department, Heads of Year, SENCo, Behaviour/Pastoral Support Managers are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these during parents meetings
- We will meet with you 3 times a year to discuss how you think things are going
- We will hold meetings with outside professionals where and when appropriate

- We hold year information evenings/open evening
- We will share information with you about parent/carer support groups
- We have a Parents Support Group set up which meet at least once per term

When the school may be closed for prolonged periods of time (COVID), parents and children will be supported by staff at Homefields. All parents will be able to contact class teachers, the SENCo or any member of SLT through email and online platforms like Class Dojo. School will have in place a contact system for vulnerable children.

Support and guidance will be dependent upon children's individual needs and the support/guidance parents would like. Class teacher will be contacting all children on a regular basis. If appropriate additional communication may need to be made with parents of children with SEND, this will be on an individual basis.

### **How does the school support CYP with medical conditions?**

The school follows '**Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' April 2014

The school has guidance and procedures regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

### **How is our school accessible to children with SEN&D?**

Our school is a single story school with no steps into the building making the building accessible to all. We have 2 disabled toilets located throughout the building, with a ceiling hoist fitting in 1. We have a sensory room in school which is freely accessible to all children as and when they need it but can also be booked for any instances where it is pre-empted that a child may need to use it for a sensory break.

If a child requires specialist equipment such as mobile hoists, standing frames, adapted toilet seats and tables then external services will order and provide these for the child.

Teaching resources and equipment used are equally accessible to all children.

After school and extra-curricular provision is accessible to all children including those with SEND.

All children have an equal opportunity to go on all school visits. Extra support is provided if required and meetings will be held with any parents of children we feel may need additional support prior to the trip. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

### **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for children with SEN&D and their families and so it takes steps to ensure any transition is as smooth as possible.



### **If your child is moving to another school:**

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- information will be passed on to new subject teachers. All relevant information will be shared.

### **Starting school**

- Visits to school
- Parent sessions
- School Readiness programme for children from other Nurseries or children who may require additional support with the transition
- Share records

### **Transition from Key Stage 2 to Key Stage 3:**

- Head of Year and SENCo will visit your child's primary school.
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- extra support for tests, assessments and examinations will be considered as and when necessary

## **How will my child be able to share their views?**

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

Children will share their views during SEND review meetings at an appropriate level. Their views may have been scribed and sought by a familiar adult prior to the meeting.

## **What training have the staff had about SEN&D?**

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. For example:

- differentiation,
- Access Arrangements,
- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the new Code of Practice,
- using specialist medical equipment such as epipen, hoists etc.
- behaviour support
- identifying and providing for sensory needs

## What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to the Head Teacher. If the complaint is regarding the Head Teacher then the complaint should be put in writing to the Chair of Governors. Please see the complaints policy for full details.

## Linked documents on the school's website include:

- [Accessibility Policy](#)
- [Anti-Bullying Policy](#)
- [Dealing with Complaints Policy](#)
- [Equality & Diversity Policy](#)
- [Inclusion Policy](#)
- [Safeguarding Policy](#)
- [SEND Policy](#)
- [Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014](#)

SENCo	<a href="#">Katie Wainwright</a>	Updated November 2021	
Head Teacher	<a href="#">Sarah Coleman</a>		
SEND Governor	<a href="#">Sara Tucker</a>		

