



Derry Hill C of E Primary School

Special Educational Needs and Disabilities Information Report

Derry Hill Primary School is an inclusive school which aims to offer all children a challenging, creative curriculum, seeking the highest standards. We aim to develop a stimulating and secure learning environment, embracing Christian understanding of everyone's needs and differences, achieved through effective communication and leadership.

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2014 (updated April 2020), schools are required to publish information about their SEND provision. In Wiltshire this forms part of a Local Offer which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website. Please click on the link below to be taken directly there.

<https://localoffer.wiltshire.gov.uk/>

At Derry Hill we believe in providing every possible opportunity for all children to achieve their full potential (both academic and social/emotional) regardless of their starting point or ability. We do this primarily through high quality differentiated teaching; providing a broad and balanced curriculum; and ensuring all children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Who has Special Educational Needs?

Under the 2015 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 providers. (DfE and DoH 2015:15)
- Any child who has a learning need or a disability which is sustained (i.e. lasts, or is likely to last, more than a year) and substantial (defined as 'not trivial') may be classified as having a Special Educational Need and placed on the SEND register.

We follow a set system for identifying a child with SEN, which involves the class teacher, TA, parent and child, as well as the school SENCO. The system used for identification is set out

in a table in Appendix 1. Any child who has been identified as having Special Educational Needs is recorded on the school's SEN Register and additional monitoring and intervention processes are in place to support them. At Derry Hill C of E Primary School currently 15.6% of children are identified as having SEND with 13.7% of children on SEN Support and 1.9% of children having an EHCP.

What special needs does the school cater for and how?

Under the SEN code of Practice a child may be identified as having a Special Educational Need or Disability in one or more of the areas listed below. Currently the needs within Derry Hill are fairly evenly spread between Social, Emotional and Mental Health; Cognition and Learning; and Communication and Interaction. There are no children currently with main needs in the area of Sensory and / or Physical Difficulties, but there are children who have sensory needs alongside their main identified need.

- **Communication and Interaction:** this includes children who have difficulty in communicating with others; children who may not understand or use social rules of communication, and children who have speech or language difficulties. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.
- **Cognition and learning:** this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching. Learning difficulties cover a wide range of needs including Moderate and Severe Learning difficulties where children are likely to need support in all areas of the curriculum. This area also includes Specific Learning difficulties which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties:** these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour. Other children identified within this category may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder.
- **Sensory and/or Physical Difficulties:** this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. This includes children with vision impairment, hearing impairment or a multisensory impairment who may need specialist support or equipment to access their learning.

At Derry Hill School we do our utmost to be inclusive of all children within a mainstream educational setting. Currently, we do not have any specialist units or facilities at the school. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met within the constraints of the existing building. Further details of accessibility within the school can be found in the Accessibility Plan from November 2021, due for a further audit in November 2024. This can be found on the school website within the 'Disability Access' section.

How does the school know if children need extra help?

Class teachers, supported by subject leaders, and the Senior Leadership Team, make regular assessment of progress for all pupils, based on classroom observations and monitoring, as well as regular standardised assessments. If there are concerns about progress, or if any child needs extra support, this is identified early and acted upon. Parents are informed of the concern and their views are gathered so that a full picture of the child's strengths and difficulties is created. If the class teacher considers that the child may have Special Educational Needs and has the parent / carers' support, they use the school's Concerns paperwork to summarise the concerns and seek support from the SENCO (as explained in Appendix 1). The SENCO will work with the class teacher to assess and identify strategies that can support the child in their learning, and these are reviewed to consider their effectiveness.

For a child to receive SEN support they will need to meet the defined criteria as set out by Wiltshire Graduated Response to SEN Support. If a child meets the defined criteria within one or more of the areas mentioned in the document, in consultation and agreement with parents and carers, they will be named on the school's SEND register and specific targets will be agreed to support the child's progress.

Most difficulties will be supported within the classroom as part of excellent differentiated classroom teaching using a variety of styles and resources. However, there may be times when a series of additional intervention sessions is provided to support a specific aspect of the child's learning. Teachers monitor the impact of these interventions on both academic progress and the child's emotional wellbeing and interventions are assessed and reviewed regularly so that further assessment or support can be put in place if necessary.

We recognise that at different stages of their development, some children may benefit from additional academic or emotional/social support for a short period of time. If your child receives additional support, this does not necessarily mean that your child has Special Educational Needs and the reasons for this support will be explained to you as parents / carers.

What should I do if I think my child may have Special Educational Needs?

We will always listen to any concerns you may have and encourage you, in the first instance, to make an appointment with the class teacher as they will have the most detailed understanding of your child in school. It may be possible for the SENCO to attend this meeting if you wish. The class teacher will then pass on your concerns to the SENCO using the Concerns paperwork and together they will look at any further action that is needed at this time. You will be kept fully informed of any decisions that are made in relation to your concerns.

What does 'being on the SEND register' mean for my child?

At Derry Hill School, we aim to provide support for all who need it regardless of whether or not they fit the defined criteria of the SEND register. We work closely with parents and carers throughout the process so as all parties are well informed at each stage of assessment and identification.

The children on the school's SEN Register are monitored through a non-statutory Individual Target Tracker (ITT) which, in consultation with parents, child, teaching staff and SENCO, sets out achievable targets for the child to aim for in relation to their identified need. The ITT also identifies the support that staff will give the children in order to help them meet these targets, and suggests ways that parents can support the targets at home. Children are reminded of their targets in class so that they can celebrate success when they progress towards them and the child's voice is key in reviewing what is working or not working for them.

Being identified on the SEND register also means that the need for extra support is clearly identified when your child moves on to secondary school and provision will be made to support them prior to their start date.

What is an Education Health and Care Plan (EHCP)?

In cases where children's Special Educational Needs are more pronounced, and cannot be met within the provision available within School Support, the school will consider applying to the local authority for an Educational Health and Care Plan (referred to in Wiltshire as a statutory My Plan). An EHCP is a statutory document that sets out legal provision requirements for your child (above and beyond what is provided for all others). It may also carry some additional funding to support schools in providing this provision. This replaces what was previously known as a 'Statement of Special Educational Need', and is broader, including all aspects of a child's health and well-being, which may include Special Educational Needs.

The first step towards applying for an EHCP is for the school to create a My Support Plan for your child, which builds on their Individual Target Tracker but considers their strengths and needs in different aspects of their life in a more in-depth manner. The My Support Plan sets longer term outcomes that the child is working towards and relates their shorter-term targets to these outcomes to show their progress towards them. The Support Plan is reviewed regularly and the school must show what is working / not working for the child within their current provision.

The My Support Plan is logged with the Local Authority and, at the point where the school is considering using the My Support Plan to apply for an EHCP, a SEND Lead worker will be requested for the child. They attend a School Support Review meeting and advise whether the time is right for an EHCP application, before supporting parents through the EHCP assessment process. Details of this process can be found on the Wiltshire Local Offer webpage: <https://localoffer.wiltshire.gov.uk/article/4432/EHCP-or-MyPlan-primary>

How will school staff support my child?

Support will always be given primarily by the class teacher, however teaching assistants, a specialist emotional literacy support assistant (ELSA) or the Special Educational Needs Co-ordinator (SENCO), who is also a qualified teacher, may also be involved. This support may be part of whole class teaching, small group work or individual support.

The impact of interventions on both academic progress and child's emotional wellbeing is assessed and reviewed regularly.

What training do the staff supporting children with SEND receive?

All teachers are trained in providing excellent, differentiated high quality teaching which meets the needs of all our pupils. Teachers receive regular training both in school and out of school to ensure that they plan a highly differentiated curriculum to meet the needs of all learners within their class. Specific training sessions are planned, using outside professionals when appropriate and possible, to help staff meet the known and anticipated needs of the children present in the school.

We have very highly trained TAs, including 5 HLTAs, many of whom have completed ASD training and have speech and language qualifications. TAs are offered opportunities to go on regular training to meet the needs of the children they are currently working with. We also have two fully trained Emotional Literacy Support Assistants (ELSAs) working in school who are available to support any child with social/ emotional needs. The SENCO, Mrs Asfaw, has achieved the National Award in SEN Co-ordination and attends regular training, including meetings with other local SENCOs.

If my child has additional medical, physical or social needs, how will the school support them?

In consultation with yourselves (the parents/carers) and/or health professionals a care plan will be drawn up to ensure that your child's needs are met and staff are appropriately trained. This Health Plan will be shared with all staff working within the school so that everyone is aware of how to support the child effectively at all times of the day. If reasonable adaptations to the school curriculum, site or timetable are required then these will be discussed with parents / carers and health professionals to agree the best package of support. If the school is unable to meet certain needs then this discussion will include the local authority or other agencies who may need to be consulted in order to consider different ways of meeting the needs.

How will my child be included in activities, both inside and outside the classroom, including school trips?

It is our aim that all children are fully included in every aspect of school life, we therefore do our utmost to make provision for all pupils to access all areas of the curriculum, including trips and extra-curricular activities.

We will always contact you before a planned activity if we think your child may require additional support. This may involve a specific risk assessment in certain circumstances.

How will I be included in supporting my child's education? How will my child's views be taken into account?

As a parent, you are key in supporting your child's development and well-being and we recognise the expert knowledge you have of your own child. We endeavour to provide support and information to parents so that we can work together as a team to help achieve the best possible outcomes (in all aspects of development) for your child. We are therefore very keen to build strong relationships with the parents of the children in our school and to liaise with you to share useful strategies or techniques which are used at home as well as those which are being used in school.

Parents are encouraged to make appointments to see teaching staff and discuss any worries or concerns they may have about their child. If your child is on the SEND register you will also have regular access to our SENCO, who is happy to see parents by appointment if you feel there is a need or a concern.

If your child is on the SEND register you will be offered 3 meetings or phone calls per academic year with your child's class teacher to discuss your child's progress and targets, using their Individual Target Tracker. If the meeting is due close to our scheduled parents' evening, you will be offered a longer appointment to cover both aspects of their progress. The third meeting will be arranged at the end of term 5 where progress over the year can be reviewed and new targets set in preparation for your child's transition to the next school year.

Your child will also have informal input into this process where they can express their views and opinions about how well they are doing. They have a short profile at the top of their ITT which summarises their goals and views about what they are good at and what they want to improve on. Some children will also have the opportunity to produce a one-page profile with the SENCO or a key worker, in which they describe what they are good at/like, the things they find more challenging, as well as what helps them and things they find hinder them at school. This document is personalised and children are encouraged to choose pictures that reflect them, and to say when they want to review or change the Profile.

If your child has a statutory My Plan (Educational Healthcare Plan) this will follow a formal annual review process which will involve all professionals involved with the child, as well as the local authority. Children are given the opportunity to take part in their annual review in the way that they feel comfortable with. They are able to choose snacks that they want to have at the meeting and are asked who they want to invite. For some children, they will attend the meeting and share work that they are proud of, whilst others prefer to talk

through their view with an adult they know well before the meeting. Children with EHCPs also have ITTs so that their larger EHCP outcomes are broken down into manageable targets for them and they know what their focus is for each term.

How will the school support my child to join the school and support my child in transferring to the next stage of education?

If your child joins Derry Hill Primary School from a pre-school or nursery, transition arrangements are put in place where the class teacher, and when appropriate, the SENCO, will visit your child in their previous setting as well as the child visiting the school on at least 3 occasions. For children who have been identified with SEND within their pre-school setting a TAC (team around the child) meeting will take place with staff from both settings and parents. A named person from Wiltshire Council may also be involved to discuss provision and transition arrangements. If a child is transferring into the school with an Educational Healthcare Plan (statutory 'My Plan') the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met through the consultation process. This also applies for children transferring from another setting in all year groups.

Where children join the school from another school setting, parents are invited in to discuss their child's needs with the Head Teacher and SENCO. The SENCO will then liaise with the previous setting to ensure all relevant documentation is sent across so as the correct provision can be put in place. Children are also invited into school for a transition taster day before they start.

During the summer term, as part of transition for all children, teachers and TAs will meet to discuss the children who will be moving classes or school. Pupils who require additional support will be identified and specific information about each individual child will be shared accordingly.

A transition book is made for, and with, each individual who might benefit from it, designed to meet their unique needs. These books tend to include photographs of key people and places and are talked through with the child and parents. Transition books are sent home over the holidays for parents to prepare their children for the next academic year. We have class swap days where the children are given time to meet and do activities with new staff. Plans are made to ensure all those who may benefit from transition support are given time with a teaching assistant or the SENCO to prepare them for the change in class and answer any questions or worries. Transition work-books may also be used to prepare individuals for unusual events such as trips or sports week/sports day.

When your child leaves Derry Hill Primary School, whether to move to a different primary school or on to secondary school, there will be liaison and discussion between our SENCO and the SENCO of the child's new school to put in place measures which will help make the transition as easy as possible. Children's SEN paperwork is transferred to their new school once they have been confirmed as going on roll at the new setting.

What measures are put in place to prevent bullying or child on child abuse?

At Derry Hill we promote the Christian ethos of caring for others and children are encouraged to respect each other and to understand that all children have different strengths and needs. Our mission statement is 'Let your light shine' and children are reminded that looking out for others and treating each other kindly is one way of doing this. We aim for each individual child to feel valued and respected and every opportunity is taken to promote individuals' self-esteem and confidence.

The emotional well-being of all children is central to the provision of education for all. Bullying and child on child abuse is not tolerated at Derry Hill School and any concerns should be brought to the attention of the class teacher immediately, who will also inform the Head Teacher.

For further information please refer to our Anti-Bullying policy and Child on Child Abuse policy which can be found on the school's website.

What specialist services and expertise are available at, or accessed by, the school?

Support Services are accessed according to the need of the child at appropriate developmental stages. A typical process would include internal assessment by the school using Wiltshire GRSS checklists or other assessment tools, followed by a Digital Assessment Referral Tool (DART) or HCRG referral forms which include both school and parental views. Where appropriate, discussion of the child's needs may be included within a Solutions Surgery or at a multi-agency forum (MAF) and referral to appropriate services identified. Parents will always be consulted before any referral is made and parental consent is required prior to a referral being made.

When a referral is accepted, the service will then arrange a time either to discuss the child in an online forum or to visit the child in school and observe them within the classroom and carry out specialised assessments. They will also speak with that class teacher, TA and SENCO. Some services also require a meeting with parents which will be arranged by the SENCO or by the service directly. Following a visit, a report will be sent to the school with recommendations. A copy of the report will be sent home and any recommendations actioned on the child's Individual Target Tracker.

Services which the school frequently makes use of include:

- Speech and Language Therapists (SALT)
- Special Educational Needs Support Service (SENS) (which has specialists for a wide range of difficulties)
- Educational Psychologist (EP)
- Behaviour Support Service (BSS)
- Parent Support Advisors
- School Nurse.

The school is also sometimes contacted by external professionals for additional information when a referral has been made through the child's GP or another agency. When these requests are received, they will be completed by the member of staff who knows the child best, often the class teacher, with the support of the SENCO.

How are the Governors involved, and what are their responsibilities?

The governing body of a voluntary aided school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person', the Head Teacher (Mrs Hayley Roberts) or the appropriate governor (Mrs Carol Foley) has been informed by the LA that a child has special educational needs, those needs are made known to the SENCO and all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice (2015, updated 2020) when carrying out its duties toward all children with special educational needs.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN Information Report containing the information as set out in the SEN Code of Practice 2015;
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus.
- Include the name of the person responsible for coordinating SEN provision in the school prospectus.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy and Information report
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Development Plan and the school's self-evaluation process
- The quality of SEN provision is continually monitored
- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

In addition, as part of the Special Educational Needs and Disability Act (2001), new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply
- It cannot show that the particular treatment is justified.

Who is the SENCO and What is their role in school?

The SENCO is Mrs Emma Asfaw who is responsible for co-ordinating the provision of Special Educational Needs throughout the school. This involves:

- Day to day operation of the SEN policy and Information Report
- Providing professional guidance to colleagues
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and maintaining specific resources and provision for special educational needs
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Contributing to and, where necessary, leading the Continuing Professional Development (CPD) of staff
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person
- Working with the head teacher and governing body to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

How can the SENCO be contacted?

The SENCO, Mrs Asfaw, is in school full-time but has two designated SENCO days (Wednesdays and Thursdays) and appointments can be made to speak with her by contacting the School Office.

How is the effectiveness of provision made for children with SEN evaluated?

Analysis of all teachers' planning is carried out by Subject Leaders and Senior Leadership Team, including SENCO, ensuring that a differentiated approach is taken and that the learning objectives in ITTs are identified and reflected in planning.

Parents/carers and children are involved in setting these individual targets by discussing, receiving and having their views recorded (particularly relevant if used with ITTs for their child) and ITT targets are closely monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound (SMART) targets. Where these targets are not met, additional assessments may be carried out to consider alternative strategies or interventions that could support the child further.

Where external agencies or professionals are involved with the child, their comments and recommendations are recorded on the Individual Target Trackers and are considered in all planning.

The School Development Plan and SEF includes priorities relating to the provision for SEN and the SENCO is a member of the School Leadership Team, ensuring that the consideration of children with SEN remains at the centre of any whole school developments.

Success criteria will be:

- Curriculum planning reflects ITT targets and any previously identified need. Targets are focused on in children's classroom learning and progress is embedded into their work.
- A high percentage of those children identified and needing ITTs reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support
- All ITTs include written/recorded comments from parents/carers and children and, where necessary, outside agency involvement.

What should I do if I want to make a complaint?

If you have a complaint concerning provision for your child you should discuss this with the class teacher in the first instance, or contact the School Office to request a meeting with the SENCO. If this proves unsuccessful, the matter should be referred to the Head Teacher. Should the matter still be unresolved you should contact the 'responsible person' on the governing body, Mrs Carol Foley. If the complaint remains unresolved, the Clerk to the Governors should be contacted instead. The school's complaints procedures can be found on the school website.

Where can I find further information or get further support?

- Wiltshire Local Offer <http://www.wiltshire.gov.uk/local-offer>
- The School's Disability Access Plan

- Your child's G.P. / Paediatrician
- The Parent Carer Council
https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Report reviewed: 18 October 2023

Reviewed by: Mrs Emma Asfaw (SENCO)

Date of next review: October 2024

Appendix 1

Suggested Flow-Chart for SENCO intervention / identification of SEN in schools.

