

FRITCHLEY COFE (AIDED) PRIMARY AND NURSERY SCHOOL



'At Fritchley CofE (Aided) Primary and Nursery School we learn and achieve together within a safe, respectful and welcoming Christian community. Our children's spiritual and moral development is nurtured by our values, enabling them to fulfil their potential and giving them the confidence needed to be lifelong learners and problem solvers in the wider world.'

SEN INFORMATION REPORT

2023

SEN Information Report

Welcome to our SEN information report which is part of the Derbyshire offer for learners with Special Education Needs & Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

We welcome any feedback on our offer. The best people to contact would be:

Louise Shaw: SEND Co-Ordinator (SENDCo); Assistant Headteacher

Gwen Roe: SEND Governor

Click [here](#) to view Derbyshire's Local Offer.

Identifying the particular special educational needs of a child:

- Thorough and individualised assessment of children, including: observation, termly class- based assessment, diagnostic assessment.
- Communicate and consult effectively with all stakeholders, including: Pupil Progress Meetings, Parents' meetings, target setting with children, involvement of outside agencies.
- Constant monitoring review of progress during interventions, through class-based activities using an Assess – Plan – Do – Review approach and a graduated response to children's needs.

Working in partnership with parents of children with special educational needs:

- Termly Parents' Evening meetings with the class teacher.
- Termly Individual Provision Map (IPM) parents consultations for children identified as having a SEN; we aim to work closely with parents to obtain their views and help shape provision for children.
- 'Open-door' policy with class teacher and/or SENDCo.
- Relevant information about how parents can support their child at home.
- Annual reports to parents.

Securing the services, provision and equipment required by children with special educational needs:

- Regularly review provision maps to ensure high quality teaching in class, appropriate interventions and access to external agencies (e.g. Specialist Service for Special Educational Needs (SSSEN), Educational Psychologist).
- Intervention groups, facilitated by trained Teaching Assistants and teachers, whose training is regularly updated.
- Advice sought for environmental adaptations e.g. displays, sensory stimulation.

Supporting children with special educational needs in moving between phases of education, and in preparing for adulthood:

- We liaise with local Secondary schools and offer additional meetings, visits and preparation for children who find transition more difficult.

- Our children take part in 'Move-up' sessions, with additional support as necessary.
- Through discussions with the children and parents, we identify short/medium/long term desired outcomes and consider their long term aspirations.
- We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life.

How facilities that are available can be accessed by children with special educational needs:

- We meet the requirements of the Disability Discrimination Act (DDA), 1995.
- We meet the requirements of the Equalities Act (2010) through the Disabilities Equalities Scheme.
- Resources and teaching are differentiated according to the child's individual needs.
- We access support from outside agencies, such as Educational Psychologist.
- Our Positive Play worker works alongside parents and children to ensure that needs are met – we have a holistic approach.

The school's approach to teaching/ learning and development of children with special educational needs:

- Children with SEN are inclusively educated with their peers most of the time.
- Classroom and table-top displays support children's independence.
- If additional support is identified as necessary, children take part in planned, evidence- based intervention.
- Support is personalised and targeted.
- Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning.

How the school adapt the curriculum/provision and additional learning support available to children with special educational needs:

- Teaching Assistants work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN.
- Links are forged between classroom and intervention to ensure continuity, through verbal communication.
- Provision, targets and outcomes are discussed termly and recorded on a Provision Map, which is subsequently reviewed at the end of term.

The additional learning support available to children with special educational needs:

- Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN.
- A range of resources to support children with SEN's independence.
- Support from outside agencies when necessary.
- Access to evidence based SEN interventions in very small groups or 1-1.
- Specialist staff in school: SENDCo, Positive Play worker.

- We offer targeted extra-curricular activities, such as Sports club and Choir – these are accessible to all children, but selected children may be invited to attend.

How the progress towards any of the outcomes identified for children with special educational needs will be assessed and reviewed, including information about how those children, their parents will take part in any assessment and review:

- The children's progress is tracked each half term.
- We hold termly Pupil Progress Meetings, involving the Class Teacher, Head Teacher, during which we review the progress of children with SEN.
- During school Parents' Evenings; we work closely with parents to obtain their views and help shape provision for children.
- SEN intervention staff review progress with children and seek their views.
- We hold annual review meetings with parents of children on EHC plans and liaise with these parents and other professionals concerning these parents during the year.

How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation:

- The SENDCo and/or other member of the SLT hold termly Learning Walks/Observations to review effectiveness of provision and inclusiveness.
- Parents' and Pupils' views are sought verbally and through surveys.
- We hold multi-agency meetings as required.
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parents' evenings and Pupil Progress Meetings.

What activities are available for children with special educational needs in addition to the curriculum:

- We offer targeted extra-curricular activities, such as Sports club, Choir – these are accessible to all children, but selected children may be invited to attend.

What support is available for children with special educational needs:

- Teaching Assistants – classroom based and specialist to work on specific differentiated learning/social development interventions with individuals and groups.
- Adapted resources e.g. practical resources, displays, table top reminders, visual timetables.
- Support from Outside Agencies (direct working and advice for staff) Personalised support, based on provision maps.

How expertise in supporting children with special educational needs is secured for teaching staff and others working with those children:

- Regular training, which is disseminated amongst staff.
- Support from Outside Agencies to deliver whole staff training e.g. EAL training from specialist teacher.
- Regular TA meetings and training sessions.
- Liaison with SENDCo.

- Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child.

How the emotional and social development of children with special educational needs will be supported and improved:

- Our Positive Play worker works with children 1-1 and in groups to develop social and emotional skills.
- Extra-curricular activities.
- SENDCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented.
- Children are educated for the vast majority of the day in their class with peers.
- SENDCo is available at the start and end of a day for parents/carers to respond to queries or concerns.