

Eyam C of E Primary School

Special Educational Needs and Disability (SEND) REPORT



Issued: Spring 2022

reviewed: Sept 2023

Review Due: Jan 2025

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because *Together Everyone Achieves More*.

Signed by _____ on behalf of the Governing Body

Date _____

SEN Information Report for Eyam CE (C) Primary School 2023-2024

In accordance with section 65(3) of the Children and Families Act 2014



We work closely with various providers in Derbyshire and adjacent Councils to aim to meet the needs of all our children being ever mindful of equitable provision.

What kind of special educational needs provision is accessible for children at Eyam School?

Eyam School is a fully inclusive mainstream school which ensures that all pupils have opportunities to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, race, social background, religion, sexual identity, physical ability, family situation, or educational need. We aim never to knowingly discriminate against these protected characteristics and actively seek to help each other be aware of these. Meeting the needs of all pupils including those with Special Educational Needs and Disability (SEND) is central to the work of our school. The staff, parents/carers, children, Governors and outside agencies work together to ensure that all children have access to the highest quality teaching and learning.

What is the schools approach to teaching children with SEND?

As a fully inclusive school strive to ensure that all pupils achieve to their full potential. We provide 'Quality First Teaching', which is a teaching approach that prioritises high-quality, inclusive teaching for all pupils in class. This approach includes differentiated learning

where teachers make sure that children with different needs and abilities have equal access to learning before we assess what other tailored support is needed. Children may work in ability or social groups, pairs or when necessary, in a 1:1 situation. In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children, and aim to achieve this through the removal of barriers to learning and participation, so all our children know they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

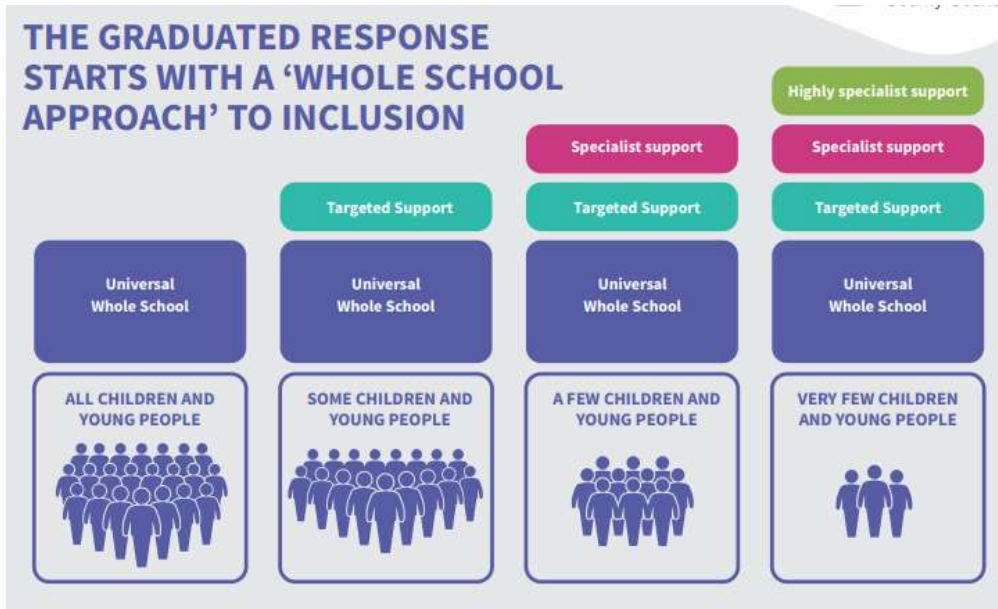
- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- might have physical needs that mean they need additional help, equipment support or challenge
- may have emotional needs which effect their learning or ability to socialise
- may face additional challenges during their lives which may affect their learning

How do we identify children who may have an SEND need?

- A close relationship with local pre-school providers helps in the early identification of any child who is transferring to our setting that has additional needs. The SENCO will liaise with parents/carers previous providers and attend any relevant meetings prior to that child starting school to ensure we have a clear understanding of the child's needs and to ensure a smooth transition is made.
- All children entering the school in the reception classes are assessed to form a baseline of attainment. If necessary, a further assessment of their communication needs using the 'Every Child a Talker' monitoring kit or their physical needs using the 'Every Child a Mover' monitoring tool or their sensory needs via the Sensory toolkit.
- If a parent has a concern about their child either when they start school or as they are progressing through the school then we listen carefully to their views.
- Teachers continually make careful observations of all the children in their class and can raise any concerns with the SENDCO, Head or the DSL.
- Pupil progress meetings/discussions are held several times a year from which we track all children and identify those who are not making expected progress.

- Interventions/support programmes are then implemented and monitored to ensure that accelerated progress is made and gaps are narrowed or that emotional needs are supported through a mental wellbeing intervention.

What provision is made for children with SEND?



In line with the code of practice we offer a graduated response; all children receive quality first teaching (QFT) by all staff in school who take responsibility for ensuring the best possible program for every child. Staff adapt, extend and reinforce basic skills and concepts, share learning objectives, focus on individual needs, use a range of learning strategies such as kinaesthetic, visual and auditory, monitor progress and liaise with parents. This **universal provision** is termed **Wave 1: Inclusive QFT**.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of **targeted support** is called **Wave 2**.

The child’s class teacher or TA will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will work closely with parents and pupils and the SENDCo to establish a good understanding of both strengths and challenges.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term SMART targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the dates for the plan to be reviewed. In most cases this review will take place twice yearly.

Progress will be closely monitored and reviewed with the SENCO during specific pupil progress meetings. This graduated response is based upon both teachers, parents and pupils working together. It is highly personalised as it responds over time to a growing understanding of the child's barriers to learning and an increasingly individualised assessment of need. The code 2015 states *"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff."*

Wave 3 provision is for a small minority of pupils who require **external, specialist provision:** may have applied for an Educational Health Care Plan (EHCP); be in receipt of individual Inclusion funding; TAPs funding (a short-term grant); or by specialist support such as speech and language, autism outreach, Childhood Adolescent and Mental Health (CAMHs), Multi Agency Team (MAT), SSEN or the Behaviour Support Team (BST). There may be additional links to Early Help support which we purchase through Lady Manners School, this is for families facing social or emotional needs. There may also be support required for health needs which may mean a child receives short or long term support at Wave 2 or Wave 3.

Children may have an assessment with the Educational Psychologist or SSEN (Specialist Support for SEND) for a specific area of need however their support may still be provided entirely from within existing staffing.

If the child's needs continue to demonstrate significant cause for concern, an application for an Educational Health Care Plan, including assessments by professional services and school staff, will be made to the Local Authority. A range of written evidence about the child will support the request. This will include an interview with both parents and child, copies of any assessments and provision maps showing the outcomes of support already provided by the school.

How is an intervention/support monitored as to its effectiveness and impact?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at the termly pupil progress meetings attended by the SENCO, head teacher and the Class teacher. A meeting with parents is also held during the year to discuss the assessments that have been carried out and to work out a plan including what we want to achieve before the next assessment point, how we will achieve this, when will this work take place and who will support the child. The Headteacher reports to the governing body about the general management of support.

What additional support for learning is available to pupils with SEN?

The school provides various interventions/support that meets the individual needs of the children. Those who may require higher levels of support have access to appropriately trained support staff. The school has worked closely with the behaviour support service, the autism outreach service as well as the support service for children with speech & language difficulties, health needs or physical impairment. Depending on the area of need there are a range of interventions we use.



What emotional and social support does Eyam provide for my child's overall well-being? See Wellbeing and Mental health Policy

The emotional and social development of all children is very important to us at Eyam Primary School. The children regularly take part in mixed age group activities to ensure that all the children are fully integrated across the school.

There are opportunities for all the children in Years 3-6, regardless of additional needs, to be a playtime buddy who are trained to help include all children in enjoying playtime. They can also take part in the School Council and the Fair Trade and ECO committee. Each

class is divided into House groups lead by a House Captain – this provides opportunities for House discussion and the formation of alternative friendship groups.

All classes follow a revised PSHE Curriculum (see Curriculum page) with regular discussions about emotional development which includes the strategies children can adopt for self-help and finding out how to ask for help.

- When it is felt that a child needs additional support with their social and/or emotional development then we are able to offer nurture group, positive play on a 1:1 basis or structured play in small groups.
- In addition at Eyam we also have an ELSA (Emotional Literacy Support Assistant) who meets children 1:1 for regular sessions to support emotion and social skills.
- The school has access (through the Call Derbyshire Starting Point referral system) to a triage team through a referral to Social Services. We also work with the Early Help Family Multiagency Support Worker who will meet with parents who have concerns about their child's emotional, social or behavioural needs either in school or at home and will work with the families directly or with the school to try and resolve these issues or direct families to alternative support.
- We are also lucky to have access to the skilled 'Action for Children' team who also are based at Lady Manners School and who can work with families, parents and on occasion individual children who need support with anxiety related issues.

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

All children regardless of additional needs are included in all school trips. Parents are informed about the nature of the trip and invited to participate in them with their child if needed. All trips are assessed for accessibility and to ensure that all children can participate in them as fully as possible. There are several out of school activities and they are open to all children regardless of any additional need.

Specific medical requirements

The school train all staff in administering specialist medication such as EpiPens, Diabetic testing and medication or asthma medication when necessary. If a child requires short term medication from a prescription then arrangements can be made through the school office for the medicines to be administered in school to ensure that children are able to attend.

Who can I contact about Special Educational Needs at Eyam School?

The Special Educational Needs Co-ordinator is:

Oona Gilbertson
Headteacher
Eyam CE (C) Primary School
Church Lane
Eyam
Derbyshire

Tel: 01433 630840

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

When a child with additional needs starts at our school we endeavour to ensure that all staff have up to date training for the specific needs of that child for example dealing with epilepsy, specific communication needs e.g. Makaton, picture exchange systems, vision or hearing awareness or physical handling skills. All staff have up to date Safeguarding training and know what to do if they have any concerns about the welfare of a child.

The school has also worked closely with the school nurse, The Specialist Support Service for Special Educational Needs (SSSEN), The Educational Psychology Service, the Support Service for Physical Impairment, CAMH's, The Hearing Impairment Service, Autism Outreach and Speech and Language Therapists, Health workers such as a School nurse and the School Doctor.

How Accessible is the school both inside and outdoors?

Following recent alterations, the school is wheelchair accessible and we are able to provide an inclusive curriculum for all children. Please see the school's accessibility plan available in the Office.

How are parents involved in the school?

Parents are actively encouraged as partners in their child's education through; informal discussions with their child's teacher, telephone contact, home school diaries, SEN support meetings, progress reviews, termly targets, twice yearly parent consultations and yearly written reports. Parents are also encouraged to come to the weekly reading together sessions as well as other one-off events such as Maths Calculations sessions, Active sessions and Workshops as well as parenting courses. Parents of children receiving specialist support will be given opportunities to meet with external and internal staff at review meetings.

What are the arrangements for involving children with SEN about their wellbeing and education?

All children, regardless of SEND, are aware of their next steps. Children who have specific needs will work with both staff and parents to complete an SEND Support Plan which has a section for pupils to complete, this is reviewed annually. Children are encouraged to learn how to advocate for their needs: for example, signalling when they recognise that a break would help and then choosing which type of activity or children learning to self-regulate using emotion cards for support.

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure and the governing body. A copy of policy is available here on the website.

How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child’s academic and social progress. The school and governing body will use its knowledge of The Local Offer in order to find the best possible support for a child – including how to contact a range of services and support.

<http://www.derbyshiresendlocaloffer.org/>

DERBYSHIRE LOCAL OFFER

Helping and supporting children & young people with special educational needs and disabilities to be more confident in their communities and live independently.

NEUROHUB
NEURODIVERGENCE
THRIVES HERE

**Neurohub –
Neurodivergence Thrives
Here**

Attend the Neurohub launch in September 2023

Inclusion Support Services (ISS)
Autism Outreach
Behaviour Support Services
Sensory and Physical Support Services
Specialist Service for Special Educational Needs (SSEN)
Derbyshire Schools SENDCO Helpline



Derbyshire Parent Carer Voice (DPCV) Events

Survey and Events in 2023

OUR VISION

Our vision is that **all children and young people** with SEND will be **empowered to make choices which lead to fulfilled lives** where they are included in their local community socially, access meaningful employment, are **physically and emotionally healthy and live as independently as possible.**

GRADUATED RESPONSE

[Derbyshire Graduated Response](#)

DfE U-tube video about SEND support [The Local Offer - YouTube](#)

What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers discussing how we can best meet the emotional needs of the child
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child
- A transition timetable to be drawn up and shared with parents/carers and the child to include: Opportunities for the parents/carers to meet with the staff at the school that the child is moving to and opportunities for the child and parents/carers to have several supported visit's to the new situation.

Where is the Local Authorities Local Offer published?

<http://www.derbyshiresendlocaloffer.org/>

In addition this is the link to the SEND Code of practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We do hope this report has been useful to read – please DO come into school and talk to the Headteacher about any concerns you might have.