


2016-2017	<b>Special Educational Needs (SEN) Information Report for Parents</b>
	Street Lane Primary School, Street Lane, Ripley, Derbyshire, DE5 8NE
Telephone:	01773 742717
Website:	<a href="http://www.streetlane.derbyshire.sch.uk">www.streetlane.derbyshire.sch.uk</a>
Age Range:	4-11
Number on Roll:	72
Our Vision:	<p style="text-align: center;">“Each and every child is special to us. Throughout their learning journey we aim to develop self-belief, confidence and independence in a culture of mutual respect. We want our children to be the best that they can be”.</p>
Background Information:	<p>The Special Educational Needs Code of Practice 2014 gives guidance to educational settings that help to identify, assess and provide support for children with Special Educational Needs and/or Disabilities. The Code of Practice 6.79 states that the Governing Bodies of maintained schools must publish information on their websites about the implementation of their policy for pupils with SEND. The Information Report will be updated annually or as soon as possible after a significant change has occurred.</p> <p>Street Lane Primary School is a smaller than average primary school. At Street Lane we provide Quality First Teaching for all children. For those children who require a different from or additional to curriculum we are committed to the equality of opportunity and aim to provide the highest quality of provision for all our pupils including those with SEND.</p>
<p>How does the school identify if a child needs extra help?</p> <p>What should I do if I think my child may have Special Educational Needs?</p>	<p><b>Some children have a disability or diagnosis of need on starting at Street Lane Primary school. Our form for new starters has a section where parents/carers can tell us about this. Other children, after settling in to school, may display difficulties that we investigate further.</b> At Street Lane Primary School we place great emphasis on identifying SEND early so that we can support children as quickly as possible.</p> <p>The SEND Code of Practice 2015 defines a child of compulsory school age or a young person as having a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <li>• has a significantly greater difficulty in learning than the majority of others of the same age, or</li> <li>• 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 institutions.</li> </ul> <p><b>Children’s needs are classified under four broad areas of need. These are:</b></p> <ul style="list-style-type: none"> <li>• <u>Communication and Interaction</u> This includes Autism and Aspergers Syndrome, where children may have particular difficulty with social interaction.</li> <li>• <u>Cognition and Learning</u> This includes specific learning difficulties such as Dyslexia, moderate learning difficulties, and profound and multiple learning difficulties.</li> <li>• <u>Social, emotional and mental health difficulties</u> This includes conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder, or difficulties such as anxiety and depression.</li> <li>• <u>Sensory and/or physical needs</u> This includes disabilities such as vision and hearing impairment or a multi-sensory impairment.</li> </ul>

	<p>Throughout your child's time at Street Lane Primary School children are assessed and monitored carefully in all areas of learning. If children appear to have a need staff will address this accordingly.</p> <p>If you believe your child has an SEN please talk to their class teacher and they will advise you of the next steps.</p>
<p><b>How will the school staff support my child?</b></p>	<p>All class teachers have a responsibility to deliver high quality teaching and provide a high quality learning environment. Lessons are planned to meet the needs of all learners.</p> <p>Each teacher completes a provision map for each child who is identified as having a special educational need. This allows small targets to be created for the child and identifies the interventions and extra support that is provided to meet the needs of this child. Liaison with outside agencies (such as speech and language therapists) help in the development of creating these provision maps to ensure that the child makes progress. These targets and interventions are reviewed by the teacher with the child and parents at least three times throughout the year.</p> <p>The school SENCO (Special Educational Needs Coordinator) works closely with the class teacher and any teaching assistants offering advice and Guidance throughout the year. The SENCo tracks pupils progress in interventions and in class.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>In line with the expectations of the New National Curriculum 2014, 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. The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) 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.</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>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>The school uses the Local Offer and the provision maps created by Derbyshire County Council for each broad area of need to guide the plan for each child with SEN. Teacher's will consider the targets for the child set out on the provision map and ensure that the support is in place to allow the child to achieve these targets.</p> <p>The school Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.</p>
<p><b>What sort of intervention, equipment and resources do you</b></p>	<p>Quality First Teaching is the first step to meeting all children's needs, including SEN. This means that teaching is differentiated so that different learners have tasks, activities or resources that allow them to make good</p>

<p><b>have at Street Lane?</b></p>	<p>progress.</p> <p>Teaching Assistants work with the class teacher to support children with SEN individually, in small groups and to facilitate the class teacher when he/she works directly with children with SEN.</p> <p>Other types of intervention include:</p> <ul style="list-style-type: none"> <li>• Interactive Music intervention</li> <li>• Lego therapy</li> <li>• Social interaction groups</li> <li>• Speech and language intervention</li> <li>• Personalised literacy and maths interventions</li> <li>• Precision Teaching</li> <li>• Visual timetables, including Now and Next structures</li> <li>• Physiotherapy</li> <li>• Numicon</li> <li>• Fresh Start Literacy</li> <li>• Springboard maths</li> <li>• Dyslexia resources (word mats, overlays, dictionaries, spell-checkers, voice recorders)</li> <li>• Sensory/Emotional/Attention resources (box of calms, fiddle toys, timers, wedged cushions)</li> </ul>
<p><b>How is the decision made about what type and how much support my child will receive?</b></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 who require additional to and different from the normal support provided.</p> <p>The allocation is made following needs analysis discussions between relevant staff. Whole school intervention timetables are planned every half term taking into account intervention summaries, whole school data and pupil progress meetings. Needs within the school are prioritised and time accordingly allocated. The funding is used to purchase classroom support, intervention time and resources.</p> <p>The school will request an Education, Health and Care Plan from the Local Authority when, despite an individualised programme of sustained intervention of 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>If a child is struggling to make progress despite interventions in place school can apply for temporary funding such as GRIP and TAPS from Derbyshire County Council. Applications require a range of evidence. If successful, the additional funding will provide additional support for a 1 year period. Funding can be requested at any point in a year.</p>
<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></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"> <li>• State their views about their education and learning</li> <li>• Identify their own needs and learn about learning</li> <li>• Share in individual target setting across the curriculum</li> </ul>

- Self-review their progress and set new targets

In addition if it is deemed appropriate pupils who are identified as having SEND are invited to participate in:

- Contribute to new SSP targets through the use of a one page pen profile
- Working with adults in small groups and one-to-one sessions

We recognise parents as being the key to success and aim to include parents in all decision making. We try to include parents by:

- There are three parents' meetings with class teachers each year (one a term) where the progress of all children, including those with SEN, is discussed.
- Parents of children with SEN are invited to an additional reviews with their child's teacher and the SENCO each term to update IEP (individual education plan) targets.
- A Child's Annual School Report is provided to parents at the end of the summer term.
- If your child has a Statement or an EHC plan there will be an Annual Review with parents and external agencies at the end of the year.
- Any child who has a Common Assessment Framework (CAF) has more regular reviews where their progress and support is discussed with parents.
- The school uses 'Teachers to Parents' to send messages home about what the children have done at school. Teachers also use home school diaries and certificates daily.
- Children's progress is monitored closely with a whole school assessment and tracking system. When staff have concerns about a child's progress, parents will be contacted and invited to meet with the class teacher; the class teacher will advise parents on how best to support their child at home.

**How does the school evaluate the effectiveness of its provision of its provision for pupils with SEND?**

Street Lane Primary School has a robust system of reviewing our provision each term using the Ofsted framework for self – evaluation. This includes scrutiny of

1. Pupil achievement
2. Behaviour and safety
3. Leadership and management
4. Quality of teaching

Governors are involved in this process and receive regular reports. Each term we have a pupil progress meeting followed by a meeting to review our provision map.

All pupils who access an intervention are monitored closely and the 'impact' is measured using learning ladders. The increase in attainment is analysed to ascertain whether the progress being made through these interventions is below expected, expected or better than expected. Our aim is to accelerate learning and close the gap.

Currently, pupils with SEND are making good progress from their lower than typical starting points.

**What support will there be for my child's overall wellbeing?**

All staff have a duty of care to all children and have regular training in keeping children safe. We recognise that pupils with SEND may well have emotional and social development needs that will require support in school. The emotional health and well-being of all our pupils is very important to us. All staff continually monitor the emotional health and well-being of all our pupils.

	<p>Each class has curriculum time dedicated to personal, social, health and citizenship education including topics of personal health and well-being, anti-bullying and e-safety. Every year we have whole school e-safety and anti-bullying weeks. We can also run nurture groups for pupils we feel need additional social and emotional support.</p> <p>The school has a policy for the safe administration of medicines and providing personal care. Personal care is conducted discreetly, with dignity and fostering independence where possible. The school has trained first aiders.</p> <p>The school has a pastoral worker who welcomes families in the morning, monitors attendance and does 1:1 and small group emotional work.</p> <p>The school uses a warning behaviour system with clear and consistent rewards and sanctions. Positive points (smileys) are given in recognition of good behaviour, manners or work.</p> <p>Pupil voice is very important to the school. Children are consulted about their views. There is a School Council which allows children to express and discuss their views.</p>
<p><b>What specialist services and expertise are available at or accessed by Street Lane?</b></p>	<p>When a child requires specialist support we can access this from outside agencies. Some examples of agencies we commonly work with are:</p> <ul style="list-style-type: none"> <li>• Inclusive Education Team: Autism Team, Learning Support Team, Sensory Team (Occupational Therapy, Teacher for the Sensory Impaired)</li> <li>• Behaviour Support Team</li> <li>• School Health Team (Health Visiting Team, School Nurses)</li> <li>• Community Paediatrician</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapists</li> <li>• Occupational Therapist</li> <li>• Physiotherapist</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Family Support Workers from the local Children’s Centre</li> <li>• Counselling</li> <li>• SSEN</li> </ul>
<p><b>What training do staff have in supporting children with SEND?</b></p>	<p>All of the teachers at Street Lane 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. We also have a number of higher level teaching assistants. The school provides on-going training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities.</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils. Staff receive a variety of different training. Some may be specific to a child they are working with and be directly from an outside agency or professional working with this child. Other types of training may include:</p> <ul style="list-style-type: none"> <li>• National Award for SEN Coordination (SENCO)</li> <li>• Makaton</li> <li>• ADHD</li> <li>• Autism</li> <li>• Dyslexia</li> <li>• Language and Communication (Speech and Language Therapy)</li> <li>• Supporting children to manage their behaviour and emotions</li> <li>• Play therapy and social groups</li> <li>• Supporting children with asthma; epilepsy; diabetes</li> </ul> <p>Each year, training is planned looking at pupil needs from whole school data</p>

	<p>(such as buying a new intervention programme) and also a whole school staff need (e.g. if we have no-one trained in precision teaching).</p>
<p><b>How will my child be included in activities outside the classroom including school trips?</b></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>A buddy system is available at playtime and lunchtime each day to support pupils with behaviour/emotional difficulties.</p> <p>All educational visits are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. If necessary, the SENCo will work closely with parents before a trip to discuss specific needs of each pupil with SEND.</p> <p>No pupil is removed from activities at Street Lane Primary School unless it is at the request of parents or carers.</p> <p>Risk assessments and careful planning are used to ensure that all children are included in all activities in and out of school. Support assistants are used to enable this. Parents are welcome to discuss any concerns with staff.</p> <p>The school make reasonable adjustments to ensure all children can be fully included.</p>
<p><b>How accessible is the school environment?</b></p>	<p>The school has wheel-chair access through the main front door and is all on one level making it accessible for all. Where special resources are needed to support children with SEN, they are provided from the school budget or from additional funding. For further details please see the Disability Equality Scheme and the Accessibility Plan.</p>
<p><b>How will the school prepare and support my child to join the school or to transfer to a new school / setting?</b></p>	<p>We recognise that transition can be difficult for a child with SEND and aim to make all transitions as enjoyable as possible for all children involved. Some things we do to achieve this are:</p> <ul style="list-style-type: none"> <li>• Foundation Stage staff meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO and, where necessary, a meeting will be held with parents and other involved professionals to ensure the appropriate support is put in place for the child. Foundation stage staff also observe children in their settings.</li> <li>• Where children move school during their primary school career, every effort is made to ensure there is effective communication with the new school. Files containing SEN information are sent to the new school.</li> <li>• Transition activities take place in the summer term for Year 6 children transferring to secondary school. There are enhanced transition arrangements for children with SEN, these may involve the involvement of outside agencies and discussions with the SENCO at the new school.</li> <li>• A transition programme is in place for every class and child to spend time with their new teacher during the summer term. Enhanced transition arrangements for children with SEN are put in place depending on need.</li> </ul>
<p><b>How are parents involved in the school?</b></p> <p><b>How can I be involved?</b></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"> <li>• Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision</li> <li>• Working effectively with all other agencies supporting children and their parents</li> <li>• 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 SSP meetings and parent consultations</li> <li>• Always making parents and carers feel welcome</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring all parents and carers have appropriate communication aids and access arrangements</li> <li>• Direct contact with the SENCo via phone or email</li> <li>• Providing all information in an accessible way</li> <li>• Encouraging parents are carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing</li> <li>• Instilling confidence that the school will listen and act appropriately</li> <li>• Focusing on the child’s strengths as well as areas of additional need</li> <li>• Allowing parents and carers opportunities to discuss ways in which they and the school can help their child</li> <li>• Agreeing targets for the child</li> <li>• Making parents and carers aware of the Derbyshire Information, Advice and Support Service for SEND (DIASS – 01629 533668), which has replaced the Parent Partnership and also any other support services they could access.</li> </ul> <p>Parents/carers are equal partners in their child’s education and we encourage parents to come and talk to staff as soon as they develop a concern or query.</p> <p>Other examples from last year of involving parents include:</p> <ul style="list-style-type: none"> <li>• Reception ‘Stay and Play’ afternoons</li> <li>• Key stage 1 and 2 often have open afternoons.</li> <li>• Three times a year we have parent assemblies. Every year we host several fundraising events such as, ‘Christmas Enterprise’ which parents are invited to.</li> <li>• School is always looking for craft, gardening and reading volunteers.</li> <li>• Parents are represented on the Governing Body.</li> </ul>
<p><b>Who can a parent contact for further information?</b></p>	<p>If a parent/carer is considering whether their child should join the school, they should contact the Head Teacher, Mrs Natasha Austin-Cooke, through the school office. 01773 742717 or <a href="mailto:info@streetlane.derbyshire.sch.uk">info@streetlane.derbyshire.sch.uk</a></p> <p>If you would like to discuss any SEN issues, the school SENCO is Miss Amy Bestwick. She can be contacted through the school office.</p> <p>The Local Authority Local Offer is available on their web-site. <a href="http://www.derbyshiresendlocaloffer.org/">http://www.derbyshiresendlocaloffer.org/</a></p> <p>If a parent has a concern, they are welcome to raise it with the class teacher in the first instance. They may also contact the SENCO or Head Teacher if they would like to take the issue further.</p> <p>In the unlikely event that a concern is not resolved parents are asked to contact the named SEN Governor (Angela Ward) or the Chair of Governors (Jane Stephens).</p> <p>The school complaints policy can be found on the school website.</p>
<p><b>Is there any additional support for parents of children with SEND?</b></p>	<p>Your child’s class teacher and the SENDCo are always available to discuss your child’s needs and progress.</p> <p>All outside agencies will contact parents to keep them informed of their involvement.</p> <p>Derbyshire Information, Advice and Support Service for SEND (DIASS) can be contacted on  Telephone - 01629 533668  Independent Parental Supporters – 01332 785658</p>
<p><b>What is Derbyshire’s Local Offer?</b></p>	<p>The intention of the local offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.</p>

		It can be found at <a href="http://www.derbyshiresendlocaloffer.org">www.derbyshiresendlocaloffer.org</a>
<b>What is the schools contribution to the local offer?</b>		This utilises the Local Authority offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.