

Welcome to Unstone School Federation SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those children with Education, Health and Care Plans and those without.

Our aims of the school are:

- To develop lively enquiring minds so that children are motivated to learn.
- To ensure that all children reach their full potential in a secure and stimulating environment.
- To develop children's independence and self esteem
- To provide a broad, balanced curriculum which is relevant to each individual pupil.
- To promote physical development through the enjoyment of physical activity and an awareness of how this contributes to our health and well-being and how we can stay safe and maintain a healthy body and mind.
- To encourage and develop parental and local community involvement in the school.
- To provide equal opportunities regardless of race, religion, ability or gender
- To instil respect for religious and moral values and tolerance of other races
- To encourage children to take responsibility for their own behaviour and to respect other children and adults

At Unstone School Federation we are committed to working in partnership with all stakeholders involved in a child's development. These include parents, pupils, school staff, governors, outside agencies and the wider community. We are supported by the Local Authority to ensure that the needs of all pupils with Special Educational Needs, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Key People

Headteacher – Mrs Fowlds

Teresa Sutton – Senior teacher and Inclusion Lead

SENDCO –Natalie Mason

SEN Governor – Mr Jonathan Flower

Family Support worker – Lauren Wood

ISAT - Gemma Phipps

Our Approach to Teaching Learners with SEN

At Unstone School Federation we ensure that all pupils are valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2014)
- We have successful communication between Teachers, children with SEN, parents of SEN children, Teaching Assistants and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all of the support is of high quality.
- Identified children have an individual targets (using the graduated approach) that are reviewed termly, to address and support their learning. These are shared with hared teachers, teaching assistant, parents, outside agencies and the child.
- Children are encouraged to take an increasingly active role in their targets, progress and next steps and in self-assessment.
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.
- We ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning.

The **Code of Practice 2014** identifies 4 key areas of SEN:

- **Communication and Interaction**
- **Cognition and Interaction**
- **Social, Mental and Emotional Health**
- **Sensory and /or Physical**

Identifying the Special Educational Needs of Pupils

Unstone School Federation identifies children as having SEN in a variety of ways:

- Parents may inform the school prior to or during admission.
- Outside agencies may contact the school prior to / during admission or whilst a child is a pupil at the school.
- Class Teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme.
- Tracking and assessment of children- a minimum of three times a year.
- SEN review meetings a minimum of three times a year between class teachers, SENCO, parents and outside agencies, where a child's learning, development and behaviour are discussed, assessed and reviewed and action plans for in order to support children with a SEN.

The school may seek additional information and support from a specialist teacher or support agency e.g. Educational Psychology, ISAS, CAMHS, School Health and Speech and Language Therapists.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has a 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 a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided**

Who are the best people to talk to in this school about my child's difficulties with learning/
Special Educational Needs/ Disability (SEND)?

And how can I talk to them about my child if I need to?

The Class Teacher

Responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation.)
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, interventions, adapting resources etc.) and informing the SENDCO and parents as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants.

Miss Mason - SENDCO (Special Educational Needs and /or Disabilities Co-ordinator)

Responsible for:

- Co-ordinating all the support for children with Special Educational Needs and / or Disabilities (SEND) to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting.
 - Involved in reviewing how they are doing.
 - Part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Updating the school's SEND register and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and /or Disabilities in the school) to achieve the best progress possible.
- Supporting your child's class teacher to write APDR forms (Assess, Plan, Do Review).
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually.

Mrs Fowlds - The Head Teacher**Responsible for:**

- The day-to-day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must ensure that the Governing Body is kept up to date about issues relating to SEND

Jonathan Flower- SEND Governor**Responsible for:**

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and /or Disabilities
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in the school
- Giving a 'voice' to children who have SEN and / or Disabilities and their parents on the Governing Body

What are the different types of support available for children with SEND in our school?

Class Teacher input via excellent targeted classroom teaching (Quality First Teaching)**For your child this will mean:**

- That the Teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and can understand (Provision Mapping)
- Class teachers use a variety of strategies that enable all learners to flourish under their teaching
- Specific strategies (which may be suggested by the SENDCO or staff from outside agencies) are in place to support your child to learn

- Your child's teacher will have carefully monitored your child's progress and will fill 'gaps' in their understanding/ learning by giving additional support to help them make the best possible progress.
- Adaptations are made to ensure that each child can access and engage with the curriculum effectively.

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Specific small group work.

Intervention may be:

- Run in the classroom or outside
- Run by a Teacher or a Teaching Assistant (TA)

Intervention Programme's at Unstone School Federation include: Fine and gross motor skills work, Phonics boost, reading and writing support based on a child's specific gap in learning, Speech and Language programmes, Nurture Groups, Derbyshire Behaviour Box, colourful semantics, catch up maths and English, NELI, handwriting, meet and greet and Lego therapy.

SEN Code of Practice 2014: School Support

- This means that they have been identified by the SENDCO/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from the Inclusion Support Advisory Service or outside agencies such as Educational Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back to review progress.

Graduated Response Assessment

What could happen:

Derbyshire schools can apply to Inclusion Panel where they can demonstrate the implementation of a graduated response and how the notional SEND budget has been spent. Referrals must be from schools. Inclusion Panel is a mechanism for Derbyshire schools to access additional funding to support the inclusion of children and young people with additional needs. The panel may also signpost schools to other services who could offer additional advice and support. Information can be found on the Derbyshire website <https://www.localoffer.derbyshire.gov.uk/apply-for-an-assessment/inclusion-panel/inclusion-panel.aspx>

Education Health Care Plan (EHCP)

What could happen:

The school (or you) may suggest that the Local Authority carry out a statutory assessment or EHCP of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Derbyshire website www.derbyshiresendlocaloffer.org/

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paper work provided), seem complex enough to need a statutory statement. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child will need this, they will ask the school to continue with the support at SEN support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 9.5 hours of extra additional support in school to make good progress. If this is the case, they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much as progress as possible.
- The EHC Plan will outline extra funding your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How will we support your child with identified special needs when starting school?

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Team Around the Child (TAC) meeting or similar may be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.

- We may suggest adaptations to the settling in period to help your child to settle more easily.
- If applicable, visits to the previous setting may be made to facilitate a successful transition.

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 speak to your child's class teacher or teaching assistant initially.

If you continue to be concerned that your child is not making progress, you can speak to the SENDCO – Mrs Sutton or Miss Mason

If you still have concerns, you should speak to the Head teacher.

How will the school let me know if they have any concerns about my child's learning in school?

- Each term there is a parents evening where you will be informed how well your child is doing, areas to work on and ideas to help at home
- School also has regular meetings between each class teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - Listen and record any concerns that you may have
 - Plan any additional support your child may need
 - Discuss with you any referrals to outside professionals to support your child's learning
 - Discuss how school and home can work together, to support your child

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENDCO and governors, on the basis of needs in the school and children.

- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school including:
 - The children getting extra support already
 - The children who have been identified as needing extra support
 - The children who have been identified as not making as much progress, through testing and termly assessments and Provision maps which for SEND identifies all resources/training and support needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEND in this school?

School Provision

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners at school, such as, ASD, Dyslexia and Physical Literacy.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Teachers are responsible for planning and implementing appropriate adaptations within classroom lessons and intervention programmes to ensure that the needs of all pupils are effectively met.
- Teaching Assistants working with small groups or individual children.
- Small groups or Fine and gross motor skills work, Phonics boost, reading and writing support based on a child's specific gap in learning, Speech and Language programmes, Nurture Groups, Derbyshire Behaviour Box, colourful semantics, catch up maths and English, NELI, handwriting, meet and greet and Lego therapy.
- Teaching Assistants offering support for children with emotional and social development through Nurture groups .

Inclusion Support Advisory Service (ISAS)

This service will actively promote the nurture, participation and achievement of all children and young people by proactively responding to their unique characteristics, strengths, needs, choices, and aspirations.

Key Areas of Focus for ISAS

- Increase in the understanding of inclusive practice and expectations around children with SEND at a senior, strategic level, including leadership teams and governors.
- Advise and support on clarity of need and provision required.
- Increase SENDCo development and support.
- Increase in county-wide options to develop training and support for schools.
- Reduce the volume and frequency of exclusions, suspensions and part time-timetables to ensure inclusion and best outcomes for all children and young people.

This will be achieved by:

- Developing the skills and understanding of whole school teams.
- Engaging families as partners in education.
- Supporting our schools to actively promote diversity.
- Supporting the development of inclusive policy and practice.
- Engaging and linking support across other agencies.
- Strengthening and aligning offers and approaches to develop inclusive practice.
- Analysing, measuring and regularly responding to the impact of support.

Local Authority Provision delivered in school

- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Specialist Teachers for the Hearing and Visually Impaired

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS

- Clinical Psychology
- Input from Paediatricians

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by SENDCO, ISAS and other external agencies as appropriate.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e. Autism Outreach
- Staff who are new to the school follow an induction programme which includes training and information about SEND

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCO.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of all children in their class and will ensure that your child's needs are met
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Intervention groups are carried out to target and support a child's specific learning or physical need
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs and increase your child's access to what is on offer

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher

- Progress in Reading, Writing and Numeracy is assessed and tracked a minimum of three times a year
- Progress is monitored regularly by the Head teacher, SENDCO and Senior Leadership Team
- At the end of KS1 (Year 2) the children are assessed by the teacher. Formal tests are optional from 2024. At the end of KS 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- A 'Phonics Check' will be carried out on your child at the end of Year 1 to see if your child is using their phonic knowledge to read words. This is a statutory requirement of all schools nationally.
- Where necessary, children will have an APDR based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The outcomes of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- The SENDCO will also check that your child is making good progress within individual work and targeted work through;
 - Book scrutinises
 - Observations
 - Data analysis
- A range of ways will be used to keep you informed, which may include:
 - Home/school book
 - Letters/certificates sent home
 - Additional meetings as required
 - Reports

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENDCO – Mrs Sutton is available to meet with you to discuss any concerns or worries you may have. She is based at the Juniors and teaches year 5 and 6 and Miss Mason is based at the Infants and teaches year 1 and 2. Please feel free to come and discuss any concerns you may have. Miss Mason is based at the Infants and teachers
- All information from outside agencies/ professionals will be shared with you or where this is not possible in a report
- APDR targets will be shared with you
- Homework will be set so that it meets your child's individual requirements
- If required a home/school communication book can be set up
- Links with Dronfield Surestart/ Parent Partnership

- Link to the Derbyshire Local Offer through the school's website.

How is Unstone School Federation accessible to children with SEND?

- The Infant School has two steps at the main entrance and is then accessible to children with physical disability as the school hall, classrooms and toilets are all on one level.
- The Junior School is accessible throughout, as there are alternative ways to get in and out of school.
- We have an up-to-date Accessibility Policy and Plan
- There is a disabled toilet area.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity, such as a school visit.

How will we support your child when they are leaving this school? OR moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us in Nursery or Reception or moving to Junior School, we will:

- Prior to your child joining us the SENDCO/ Nursery Teacher/Reception Teacher visit the school/nursery settings or family home as appropriate and meet with the child, teachers and parents. The SENDCO will also attend Annual Reviews and meetings in the Year before transition.
- During Summer term transition events take place including, P.E, Art lessons, shared reading and PHSE lessons that help to smooth transition to Unstone Junior School. Children will also have a buddy to help them settle in.
- If your child would be helped with a book or photographs to support them in understanding moving to a new school this can be made so that they can keep referring to it
- Additional visits can be made to the school at different points in the school day i.e., playtimes, lunchtimes.

If your child is moving to a new school:

- We will contact the SENDCO and ensure that they know about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped with a book or photographs to support them in understanding moving to a new school this can be made for them.
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them.

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning/transition meeting will take place.
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.

How will we support your child's emotional and social development?

At Unstone School Federation, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can be present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this should be your first point of contact. If further support is required, the class teacher liaises with Mrs Sanderson (SENDCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, ISAS or Educational Psychology service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance. At lunchtime we operate a Family Dining System. We feel that this fosters a family atmosphere, good social and conversational skills and excellent table manners.
- We also run Nurture Groups during learning time to help children develop socially and to also help them discuss concerns they may have.

What is the Local Offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an **Education, Health and Care Plan** and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; www.derbyshiresendlocaloffer.org/

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

Review Date – September 2027