

## Long Row Primary and Nursery School

### SEND Information Report May 2024

Welcome to our SEND Information Report for Parents. The aim of this report is to provide parents with information about the code of practice and how the school supports children with Special Educational Needs and Disabilities.

The Special Needs Co-ordinator (SENDCO) at Long Row Primary and Nursery School is Anna Smurthwaite.

The SENDCO can be contacted by telephoning the school on 01773 823319 or by email at [info@longrow.derbyshire.sch.uk](mailto:info@longrow.derbyshire.sch.uk)

The SENDCO has the day-to-day responsibility for the implementation of SEND policy and co-ordinating the specific provision made to support individual pupils with SEND including those who have an EHCP plan, working closely with staff, parents and carers, and other agencies.

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND and works closely with staff, parents and other agencies. The SENDCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The SENDCO plays an important role with the Headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of pupils with SEND.

Rebecca Grundy is the current Governor with responsibility for SEND at Long Row. She has regular contact with the SENDCO and the Senior Leaders of the school to keep up-to-date with, and monitor the school's SEND provision.

**The Special Educational Needs Code of Practice 2014 0-25** is legally required to be implemented in all schools. It provides the school with guidance that helps us to identify, assess and provide support for pupils with special educational needs. It sets out the processes and procedures we should follow to meet the needs of pupils. Click on the link below to access the full publication.

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

As part of the code of practice each Local Authority is required to publish and keep under review information about services they expect to be available for the pupils and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

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.

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

## **Principles underlying the Code**

The SEND Code of Practice describes the principles that should be observed by all professional working with pupils and young people who have SEN or disabilities. These include:

- taking into account the view of pupils, young people and their families
- enabling pupils, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of pupils and young people
- making high quality provision to meet the needs of pupils and young people
- focusing on inclusive practices and removing barriers to learning
- helping pupils and young people to prepare for adulthood

## **What are the special educational needs (SEND)**

The term ‘special educational needs’ has a legal definition. ‘Pupils with SEND all have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to other pupils of the same age.’

### **SEND could mean that a pupil has difficulties with:**

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school

Long Row Primary and Nursery School is an inclusive school where all pupils, regardless of their specific needs are given the opportunity to make the best possible progress. The SEND code of practice categorises Special Educational Needs and Disabilities into four broad ‘areas of need’. These being:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

## **Parents – what to do if you have concerns/worries**

If you think your child may have a special educational need that has not been identified, you should talk to your child's class teacher who will then consult the SENDCO.

You will be able to talk over your concerns and find out what the school thinks. The SENDCO will be able to explain what happens next.

Working together with your child's teachers will often help sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might ask if:

- the school thinks your child has difficulties
- the school thinks your child has special educational needs
- your child is able to work at the same level as other children of a similar age
- your child is already getting some extra help; and
- how you can help your child

We will consult with parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher, a teaching assistant or the SENDCO.

Parents will be made fully aware of the planned support and interventions and, where appropriate they will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information , Advice and Support Services (DIASS) for SEND [www.derbyshireparentpartnership.co.uk](http://www.derbyshireparentpartnership.co.uk)

## **The questions below detail how Long Row Primary and Nursery School supports pupils with SEND**

### **How do we identify and support pupils with SEND?**

At Long Row Primary and Nursery School, we identify pupils with SEND as early as possible, through the observations and assessments made by the staff in FS1 and FS2. Concerns can be raised by parents or staff at any stage and through a collaborative approach children's needs will be identified and support put in place.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of pupils and young people.

Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. However, this may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some pupils and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

### **Involving Specialists**

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, support from Autism Outreach. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the pupil in the same way as other SEND support.

### **Requesting an Education, Health and Care Needs Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupils or young person, the pupil or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

### **What agencies support pupils with SEND in school?**

Pupils in school are supported by a range of professionals provided by the Local Authority.

These services include –

Autism Outreach Service

Behaviour Support Service

Educational Psychology

Hearing Impaired Service

Visually Impaired Service

Physical Impairment Service

SALT (Speech and Language Therapy)

SSSEN teaching support for those with complex needs as identified on a SEND Learning Plan and/or an EHC plan.

### **How do we teach pupils with SEND?**

All pupils including those with SENDS will receive high quality teaching in the classroom which is differentiated and personalised to meet the needs of all pupils. A teaching assistant is based in each class every morning to support this high-quality teaching as well as providing extra 1:1 and small group support for pupils with SEND where needed. Most year groups will also plan 'booster' sessions for TA's to deliver to pupils with 'gaps' in their learning. This should help to reduce the number of pupils falling behind who then require SEND support further on in school.

Some pupils will require provision that is different from or additional to that which other pupils receive. These pupils receive 'SEND Support'. The arrangements for their provision is recorded on Education Health Care Plans or SEND Learning Plans according to their level of need. These are working documents that are used to by the teachers and TA's to inform planning and will be constantly reviewed.

Pupils with specific needs such as hearing and visual impairments, physical needs, speech, language and communication needs and those with emotional and behaviour difficulties may also receive specialist teaching from outside agencies.

### **How do we monitor and report the progress of pupils with SEND?**

Pupils on the SEND register will usually have a One Page Profile, a SEND Learning Plan and/or be identified on the school's provision map. The progress towards their targets will be monitored termly by the teacher and discussed with the parents and pupil (where possible). This is part of the ongoing - Assess – Do - Plan – Review cycle.

Children with more complex needs that have gone through the statutory assessment process will have an Education Health Care Plan. For these children an Annual Review of their targets will take place with the professionals involved.

### **How are staff trained to work with pupils with SEND?**

The SENDCO provides and organises support and training for teachers and TA's. Outside agencies also provide some specific training opportunities. Several TA's are also trained to deliver interventions tailored to specific areas or needs.

### **How is the effectiveness of the provision for SEND evaluated?**

The progress of pupils with SEND is monitored termly by one class teacher and SENDCO. Targets are also monitored termly and new targets set and shared with parents. The effectiveness of interventions is monitored during and at the end of intervention. Decisions will then be made whether the intervention should continue. The SENDCO and SLT observe teaching of whole class lessons and intervention to ensure that the needs of pupils with SEND are being met.

### **How are pupils with SEND included in all aspects of school life?**

Pupils with SEND are taught alongside pupils without SEND as we believe that full inclusion is important and beneficial in terms of their social and emotional development. This is why we have reduced the numbers of interventions that take place outside of the classroom so as not to isolate pupils with SEND. Pupils with SEND are provided with same opportunities and experiences as all of the other pupils in school.

### **How accessible is the school for children with disabilities?**

Long Row Primary and Nursery School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school
- in the terms on which the responsible body offers pupils admission to the school by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled
- (Disability Rights Commission: Code of Practice for Schools 2002)

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme to cover the period 2017 – 2020.

Long Row Primary and Nursery School site is spread out and consists of 3 buildings. These are all accessible with ramp access where needed. There are disabled toilet facilities one which includes a height-adjustable changing bed. DIASS is also an independent organisation that can support and advise parents who feel their child is not receiving the support their child needs.

### **How is transition managed for pupils with SEND?**

Arrangements are made for pupils with SEND to ensure that transition phases are successful. Pupils may benefit from a transition book which shows them photographs of the new classroom, teacher and TA to help familiarise them with their new environment and adults. Year 6 pupils may be given the opportunity for extra visits to the secondary school to and parents may be given an opportunity to speak with the SENDCO at the receiving school.

### **What are the arrangements for handling complaints from parents of pupils with SEND about the provision made at the school?**

In the first instance the parent should talk to the class teacher about their child's provision. The SENDCO or Headteacher should then be contacted if there are still concerns about the provision for the pupil. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

More information about how pupils with SEND are supported at Long Row Primary and Nursery School can be found in the SEND policy.

This information report will be reviewed in May 2025.