



Crich Junior School
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Crich Junior School SEND Information Report 2023 -2024

At Crich Junior School, we are committed to meeting the needs of all pupils in an inclusive way. We want each of our pupils to develop a love for learning to ensure that they succeed and are fully prepared for the next steps in their education. We understand that some pupils may experience barriers to their learning, in the short or longer term, that require additional support to ensure that they make good progress. In these instances the school Special Educational Needs and Disability policy will be followed.

Recently changes have been made to the statutory guidance provided for schools and this report will enable parents to understand how this may impact on their child. The Children and Families Act 2014 came into force in September 2014 and the new Code of Practice for Special Educational Needs and Disability (SEND) was issued in June 2014. The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEND.

Our aims for all the children at Crich Junior School are for them to become:

Happy, Inspired and Successful Learners, Confident and Resilient Individuals and Responsible and Caring Community Citizens.

We are a small rural village School for children aged 7 to 11. There are currently

Key People (in relation to SEND):

Head Teacher/SENDco – Mr Orridge

SEND Governor – Jo Twelves

SSEN support teacher – Mrs Coupland

SSEN liaison TA and Senior Mental Health Lead- Lisa Coppen

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

Our Approach to Teaching Learners with SEND

At Crich Junior School we ensure that all pupils in our school are equally 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 SEND, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEND, parents of children with SEND, Teaching Assistants who run groups 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 support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development through a graduated approach of Assess, Plan, Do, Review.
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning

The Code of Practice (2014) identifies four key areas of SEND:

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

Identifying the Special Educational Needs of Pupils

Crich Junior School knows that a pupil is SEND in a variety of ways:

- Parents may inform the school prior to or during admission
- Through transition with feeder providers (such as nursery, previous school)
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teachers may identify concerns re progress or behaviours and all Staff may become involved in a school-based programme
- Assessment data / tracking systems identify patterns of progress which raise concerns
- Through discussion at staff meetings.
- Through discussions with parents as concerns arise

It maybe that the school seeks additional information from consultation or assessments completed by outside agencies e.g. Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists, Autism Outreach, etc.

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

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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 in school to talk to about my child’s difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher Who is responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help your child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary. This includes any classroom adaptations that may be required.

- Implementing Individual Education Plans

- Ensuring that the school's SEND policy is followed in the classroom for all the pupils they teach with SEND

- Liaising with outside agencies (as directed by the SENDCO) who may be coming into school to support your child's learning.

Mr Orridge – Special Educational Needs Co-ordinator (SENDCO) Who is responsible for:

- Developing and reviewing the school's Special Educational Needs or Disabilities (SEND) policy

- Coordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you as parents / carers are:

1. Involved in supporting your child's learning

2. Kept informed about the support your child is getting

3. Involved in reviewing how your child is doing

4. Involved in setting new targets

- Initiating and monitoring provision from outside agencies who may be coming into school to support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Liaise with the SEND Governor
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

Mr Orridge – Headteach/SENDco Who is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND

- Working closely with the class teacher to ensure your child's needs are met

- Ensuring that the Governing Body is kept up to date about issues relating to SEND

Jo Twelves - SEND Governor Who is responsible for:

- Quality assuring the school's provision for pupils with SEND, e.g. making sure that the necessary support is given for any child who attends the school and who has SEND.

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

This three tiered approach is based on research and guidance from the EEF.

- Class teacher input via excellent targeted classroom teaching (Quality First Teaching) For your child this would 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.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using a more practical learning approach or use of technologies.
- Specific strategies (which may be suggested by the SENDCO) or outside agencies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work

Intervention Programmes at Crich Junior School include:

Interventions are short programmes that have specific targets and are monitored against these targets.

Nessy spelling and reading (Dyslexia), Better reading, Precision teaching arithmetic and reading, Positive Play, Lego therapy, Outdoor learning therapy, Little Wandle Phonics catch up programme, Draw and Talk, Elsa, Reading fluency, Island Adventures (phonics), Pre/ post lesson teaching maths and literacy, Reading comprehensions/writing/maths boosters, TEFL daily English lessons for Ukrainian and other nationalities and Starving the anger gremlin.

- Specialist activities run by outside agencies e.g. Speech and Language therapy, Behaviour Support, Hearing and Visually Impaired, SSEN, Autism Outreach.

SEN Code of Practice 2014: SEN Support (SS)

- This means 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:

* Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

* Outside agencies such as the Education 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 assess and work with your child to understand their needs and make recommendations as to the ways your child is given support. 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 initially. If you continue to be concerned that your child is not making progress, you may speak to the SENDCO or Headteacher.

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

- Initially, the class teacher will approach you to discuss these concerns. (Initial concerns form)
- 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:
 1. Listen to any concerns that you may have
 2. Plan any additional support your child may need
 3. Discuss with you any referrals to outside professionals to support your child's learning

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/SENDSCO decides on the deployment of resources for children with SEND in consultation with the , staff and governors, on the basis of needs in the school

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

School Provision

- Teachers are responsible for planning differentiated lessons to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children
- Small groups for reading interventions.
- Teaching Assistants offering support for children with emotional and social development through Positive Play and other therapies and Local Authority Provision which may be delivered in school
- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- Speech and Language Therapy
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Derbyshire Information, Advise and Support Service for SEND (IASS)

Health Provision which may be delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS (Children and Young Adults Mental Health Service)
- 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 role of the SENDSCO 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
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of 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 may be used to support your child individually and in groups

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 Maths is assessed each term
- Progress is monitored regularly by the Head Teacher/SENDCo, classteachers and TA's
- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATS). These are government requirements and the results are published nationally
- Years 3-5 undertake standardised assessments in Reading, SPaG and Maths.
- Where necessary, children will be placed on our provision map with targets based on their areas of identified need. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress 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. Provision for children with a Inclusion funding will be reviewed annually/ or sooner by the SENDCO and the authority.

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

- The class teacher (and SENDCO if needed) is available to discuss your child's progress; any concerns you have or to share information
- All information from outside agencies/professionals will be shared with you by the person involved directly, or where this is not possible in a report.
- You will be involved in SEND meetings where targets are discussed and reviewed. These are revised each term and you will have the opportunity to meet to set new targets. New targets are set in September and reviewed termly or half-termly whichever is deemed appropriate.
- Homework, where appropriate, will be set so that it meets your child's individual requirements.
- You can use the home/school diary for communications

How is Crich Junior School accessible to children with SEND?

- This is detailed in our Accessibility Plan statement. This is available on our website. A paper copy can also be obtained from the school office.
- The school is on one level with easy access.
- There is a disabled toilet area with a hoist

- 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 or a school visit.

How will we support your child when they are joining or leaving this school or moving on 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 moving to a new school: (for example the transition to Secondary School)

- We will contact the SENDCO of the new school and ensure 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.
- As well as the arranged transition days, if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Crich Junior School.
- 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 social, emotional and mental health and wellbeing development.

At Crich Junior School, 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 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 other staff, including our Senior Mental Health Lead, for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service, CAMHS or Autism Outreach. This support may be intervention based, 1:1 support, pastoral care or counselling.

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 at:

www.derbyshiresendlocaloffer.org

Who can I contact for further information?

- Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about educational issues to parents of children who have Special Educational Needs and children who are likely to be, or have been excluded. Contact : 01629 533668 / email ias.service@derbyshire.gov.uk. Their website is:

www.derbyshireiass.co.uk.

- If you have a complaint regarding SEND and a child in school please do not hesitate to contact the Headteacher or refer to the School Complaints policy on our school website or ask for a copy in the school office. Website:

<https://www.crich-jun.derbyshire.sch.uk/>

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