

SEND Statement 2024-2025

At Sharley Park Community Primary School we take all possible measures to ensure that the children receive the best education possible. As part of this effort our Inclusion Leads, Mrs Potter and Mrs French have compiled a report to help parents achieve the best results for their children. Please read the document below. If you have any questions please contact the school

SEN Information Report for Sharley Park Community Primary School

School SENDCO: Miss Potter

Inclusion Team: Mrs French & Miss Potter

Identifying children with Special Educational Needs and Disabilities

Children are identified as having special educational needs if they need extra support in school which is different from or additional to the support that they would normally receive.

Children can be identified as having Special Education Needs in various ways. These are some of the main ways of identification:

1. The child is showing difficulties at school in learning and/or social/emotional difficulties.
2. Parents of a child are concerned about their child's learning and/or social/difficulties.
3. There are medical conditions for which a child may need extra support.
4. The child is making less than expected progress, given their age and individual circumstances.
5. In the Foundation Stage all children are assessed for speech and language difficulties in the early stages of their entry to school.

If any of these difficulties arise. Then this is how they will be addressed:

1. The area of difficulty will be brought to the parent's attention by the teacher.
2. The area of difficulty will be brought to the attention of the school SENDCO
3. After discussion, it will be decided whether or not the child needs a support plan which is support over and above what is normally available through school's regular resources.
4. If a child is on a support plan and is still having difficulties and not making age appropriate progress after 2 terms, then outside professional support will be requested. For example, by contacting the educational psychologist to come and assess the child's needs.
5. If support from the school and additional support from outside professionals is not having enough impact on progress for the child then, the next step is to apply to the

local authority for GRIP (Graduated Response for Individual Pupils) funding or for a full assessment for an EHC plan (Education, Health and Care).

Often when a child is showing difficulties in school it can be because of other factors such as mental health issues, housing, family or domestic issues. In these cases, an Early Help assessment form will be completed with the parent or carer. This can then ensure that there is a multi-agency approach to supporting the child.

Other issues can also cause a child to have difficulties in school such as bereavement and divorce. These issues are supported in school by pastoral team who support children with friendship problems and bullying. They also work with children in school and families at home, supporting issues like behaviour or bedtime routines.

Areas of need for SEN definitions:

Communication and Interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Social, emotional and mental health difficulties – Children with these issues manifest themselves in many different ways. For example their behaviour may be disruptive or they may become withdrawn. These behaviours often reflect underlying mental health issues such as anxiety or depression, self-harming or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs – Some children require special educational provision because they have a disability which prevents or hinders them from making the use of the

educational facilities generally provided. For example, vision impairment, hearing impairment and multi-sensory impairment.

Involvement of parents and child

At each stage of identification and support, the class teacher will contact the parent as soon as an area of difficulty arises. Parents must be informed as soon as a child is being considered for a support plan. Parents can also discuss with a teacher what they think should be on the support plan. Parents will be kept informed on how the child is progressing with their support plan too. It is also important to involve the child as much as possible in their support plan and for them to help to formulate their targets to meet and to be involved in the review at the end of each term. The review will be carried out by the class teacher or teaching assistant that works with that child alongside the child themselves.

If a child has Inclusion Funding or an Education and Health Care Plan (EHCP) then there will also be an annual review where other professionals involved with supporting the child will also be invited to submit a report and attend the meeting.

Teaching and learning of children with SEN

The class teacher is responsible for ensuring that the children make progress in their class. Quality First Teaching (QFT) has the most impact on a child's ability to progress. Quality First Teaching ensures that the child is adequately catered for in the class by differentiating every lesson so that all children can progress at their own level. In some instances, the child may be taught in small intervention groups by other members of staff, but the teacher always retains responsibility for the pupil. The SENDCO is there to help and support the teachers with assessing needs, finding resources and as a point of contact for any issues arising. Children with SEN at Sharley Park Community Primary School make good and often outstanding progress as a result of high quality teaching in combination with well-matched support for any additional needs.

If a child needs adaptations to their environment to ensure that they can equally access the curriculum, the school will do everything possible to ensure that this can happen. If a parent feels that their child is not offered equal access to the curriculum please bring it to the attention of the class teacher or SENDCO and steps will be taken to ensure that this is put right.

As part of our professional development, all staff have been trained to support children with SEN. There is a programme of professional development and learning planned each year relating to the key priorities. Miss Potter and Mrs French are both completing the new National Professional Qualification for SEND which came into effect in September 2024.

If a child comes into school with a difficulty that has not been encountered before at school, then the school will immediately ensure that the teacher, teaching assistant and any other relevant adults in the school receive training in the area of need.

The school will also work closely with the relevant professionals who may also be involved in supporting the child such as:

Inclusion Advisory Support Teacher: Jo Clarkeson

The Educational Psychologist: Lisa Forge

NB: If any other services are involved, we will also ask for parental permission first.

Provision for children as they move to Secondary School

Children who are on a support plan will be given extra support in Year 5 and 6 before the move to secondary school, this will include:

Liaising with the SENDCO

Visiting the School

Transition Lessons within School

Transition Days at the New School

Children who are on an Education and Health Care Plan will receive all the above plus:

A year 5 review to help support their transition. All key professionals attend this review and the SEND officer is also invited.

Visits with their TA or other member of staff

School policies relating to SEN which are also on the website are:

- Special Needs Policy
- Equalities Policy
- Looked After Children Policy
- Curriculum Policy
- Subject Policies

Monitoring effectiveness

Children with SEN are tracked by the SENDCO termly to ensure that they are making age expected progress.

There are annual parental and child surveys to inform the effectiveness in all areas of school.

The SENDCO reviews all children on support plans termly to ensure that the support plan is still meeting the needs and to review whether or not a child needs to stay on a support plan. Children and parents are consulted when support plans are renewed.

The Local Offer

Each Local Authority is responsible for writing 'A Local Offer'. This is what is available to children locally. Derbyshire's local offer is available on derbyshiresendlocaloffer.org.

What to do if a parent is not happy with the provision for their child

If a parent is unhappy about their child's provision then in the first instance they should talk to the child's teacher. After this, if a parent is still unhappy they should arrange an appointment to see the SENDCo (Lydia Potter) or the Headteachers (Nicola Stevenson). There is a complaints policy on the website.

September 2024