

# Cromford Church of England Primary School



## **Special Educational Needs and Disabilities** **School Offer**

**Created:** June 2015

**Most Recent Review Date:** February 2017

**To be Reviewed By:** February 2018

We are committed to providing an excellent education for our children, whatever their need. We acknowledge that the partnership between school and parents is an essential part of a successful education, ensuring that all children reach their full potential.

This school offer sets out the support and services which are available to children with special educational needs and disabilities at our school and how we will work with you to ensure that your child receives the best possible education.

We are very fortunate to have the SSEN team as tenants of the School house. They are able to offer informal advice, support and resources.

If you have any questions about our school, please feel free to contact either Mrs Liz Foster (Headteacher and Special Educational Needs and Disabilities Co-ordinator) on 01629 822248 or [info@cromford.derbyshire.sch.uk](mailto:info@cromford.derbyshire.sch.uk). We always welcome visitors at Cromford School!

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

#### **Class teacher**

The first person you should speak to is your child's class teacher. The class teacher is responsible for:

- Monitoring the progress of your child.
- Identifying, planning and delivering any additional help your child may need.
- Liaising with the SENDCO to identify areas for support and resources needed.
- Writing Individual Education Plans (IEP's) and sharing and reviewing these with parents and children, at least three times yearly.
- Ensuring that all staff working with your child understand the support needed and how to provide it.
- Liaising with other professionals, such as SSEN support staff working with pupils with Autism, or speech and language therapists.
- Ensuring that the schools SEND policy is followed in their classroom.

#### **Class teachers at Cromford Church of England Primary School are:**

- **EYFS/ KS1 – Emma Marshall**
- **Y3/4/Y5/6 – Liz Foster and Helena Beaumont**

## **Headteacher**

The Headteacher is responsible for:

- The day to day management of all aspects of the school including the support for children with SEND.
- Overseeing the role of the SENDCO and the classroom teacher in ensuring that your child's needs are met.
- Informing the governing body about any issues in the school relating to SEND.

Our Headteacher is Mrs Liz Foster. She can be contacted within school hours on 01629 822248 or [headteacher@cromford.derbyshire.sch.uk](mailto:headteacher@cromford.derbyshire.sch.uk).

## **SEN Governor**

The joint SEN governors are responsible for:

- Ensuring, through Headteacher delegation, that all teachers are aware of the importance of provision for pupils with SEND.
- Making sure that the necessary support is made for any child who attends the school with SEND.
- Staying up to date with changes in legislation and practice, by meeting with the SENDCO.

The named governors for SEND for Cromford Church of England Primary School are Mrs Sally Wright and Mrs Janet Bonsall

## **What are the different types of support available for children with SEND at Cromford Church of England Primary School?**

We believe that "every teacher is a teacher of every child" and place a great emphasis on quality first, excellent, classroom teaching. Dependent on individual need, there are other forms of additional support that may be accessed for your child.

### **Excellent Targeted Classroom Teaching within the Classroom (and outdoors!)**

This is known as 'Quality First Teaching' and follows the principle of

**'Every Teacher A Teacher of Every Child'.**

For your child this would mean:

- High expectations for your child and all pupils in the class.
- Teaching based on continuing formative assessment, finding out where your child is and planning the next achievable step.
- Active learning which stimulates visual, auditory and kinaesthetic learners within the class (children who learn by seeing, hearing and doing).

- Careful monitoring and assessment to track your child's progress, as well as any areas where they may need extra help.
- Planning for the delivery of specific strategies suggested by the SENDCO or other professionals.
- Learning opportunities which are engaging and fun, as well as opportunities to learn outdoors.

### **Focused Small Group Work**

For your child this would mean:

- Focused small group work within the classroom, supported by the class teacher.
- Focused small group work within the classroom supported by a teaching assistant.
- Focused small group work outside the classroom (intervention or prevention groups).

These groups may be taught by a variety of people including the classroom teacher, SENDCO, Higher level Teaching Assistants, teaching assistants or professionals from other agencies, such as speech therapists.

This type of support is also available to any child who has gaps in their learning or is in need of extra support.

### **Specialist Sessions Run by Outside Agencies**

Your child may have been identified as having needs which require some specialist support in school from a visiting professional. Depending on your child's needs, this may include support from various organisations including the Derbyshire Support Service for Special Educational needs (SSSEN), speech and language therapists, or occupational therapy. This type of support may be put in place in response to particular worries you may have about your child.

For you this would mean:

- You would be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional in order to best understand your child's needs.

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations. This may be within the class or on a one to one basis.
- Targets are set for your child following the advice of the specialist professional.
- Your child would receive targeted support in the classroom and also on a one to one basis. This may be delivered by a specialist, or by school staff supported by the guidance of specialist professionals.

School staff will always discuss the support and strategies we are using with you. We will also let you know who is working with your child.

This type of support is provided for children who have particular needs which cannot be met through quality first teaching and intervention.

### **Specified Individual Support:**

If your child has been identified as needing a particularly high level of individual or small group support they may be referred to the local authority for more formal assessment. This may lead to your child being given a Education, Health and Care Plan (EHCP). This document is compiled in collaboration with you, the school and outside, specialist agencies and is designed to provide your child with the specific targeted support they need to make the best possible progress.

For you this would mean:

- You may be asked to write a report outlining your child's needs.
- Providing the Local Authority with all the information they need to decide whether your child's needs require a statutory assessment. This may include medical records, evidence from school, evidence from outside agencies and where appropriate evidence from social care.
- Entering into a legal process that will set out the support which will be provided for your child.

When the Local Authority have looked at all the evidence they will decide if your child's needs are severe and complex enough to need a Statement of Special Educational Needs or a EHC plan or if they can continue to be supported by the school.

If your child is given an Education, Health Care Plan this will mean:

- They will be given very specific targets by specialists in the local authority.
- Your child will receive a specified number of hours of support. This may be within the class, in withdrawal groups or on a one to one basis and may be provided by staff in school or outside specialists.
- In some cases an additional adult may be used to support your child with whole class learning.

This type of support is available for children whose needs are severe, complex and lifelong.

### **How will the school let me know if they have any concerns about my child?**

The partnership between parents and school is crucial in ensuring your child makes progress and fulfils their potential. We monitor the progress of all the children in our school very carefully and use thorough formative assessment to identify the next steps in learning. We share this with parents in a number of ways including informal daily meetings, parent's evenings and end of year reports.

If we have a specific concern about your child we will request a meeting with you as soon as possible. If you have a concern you are always welcome to make an appointment to talk to the class teacher, the SENDCO or the Head.

### **How is extra support allocated?**

- The school budget includes money for supporting children with SEND. The Headteacher decides on the budget allocation in consultation with the school governors and on the basis of needs within school.
- In collaboration with the SENDCO and class teachers, the Headteacher will decide what resources, training and support are needed. This is reviewed regularly and changes are made where necessary.

### **Who are the other people providing SEND support at Cromford Church of England Primary School?**

The following professionals and agencies are available to provide support in school where it has been deemed necessary.

- **Derbyshire Support Service for Special Education needs (SSSEN)**  
Currently Samantha Highley works with children in our school.
- **School nurse**  
The school nurse visits our children when they start school in EYFS, and her support can also be accessed for any medical issues or advice during your child's time with us.
- **Occupational therapy/ Physiotherapy**  
Barbara Lamborne works with children with specific physical needs. We are able to plan for additional time during school hours if your child needs to follow a specific physiotherapy programme.
- **Speech and language therapy**  
We are able to seek support from speech and language services, and can also refer your child if there are ongoing concerns shared by teachers and parents. Anne Briggs currently works with pupils here.
- **Physiotherapy**  
Cathy Mackey is our physiotherapist and she works with pupils who have been referred to the physiotherapy service.
- **Educational psychology**  
Simon Priest visits our school at least twice a year to discuss support for individual children.
- **Services for children with visual or hearing needs**
- **Physical Impairment**  
Melanie Sims support and gives us advice for those pupils with a physical impairment.

### **How are the teachers in school being helped to work with my child and what training do they have?**

- The SENDCO's role is to support the class teacher in planning for children with SEND.

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND where necessary.
- Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Where possible, we aim to ensure that teachers and support staff have been given adequate training in advance of receiving a child with specific SEND into their class in order to support and ease transition.

### **How will the teaching be adapted for my child?**

- All lessons in our school are carefully planned to meet the specific needs of all groups of children. For example, we may provide additional support or practical resources, such as number lines or word mats, or children may have additional adult support.
- We follow the advice of specialists, such as SSEN, educational psychologists, speech and language therapists and behavior support teachers to help us to adapt classroom environments and strategies. For example, we might provide individual quiet working areas, visual timetables or communication charts for home and school.
- Planning is adapted on a daily basis if needed to meet the learning needs of your child.
- We are fortunate to have a wealth of experience within the teachers and support staff at our school. Teachers plan together and seek advice from each other with regards to how best to meet the needs of individual children.

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

- Class teachers continually monitor the progress of all the children in their class.
- Your child's progress is reviewed at least half termly against the attainment targets set out in the National Curriculum (years 1 to 6) or the Early Years Foundation Stage (reception).
- If your child is in Year 1 or above, but is not yet working towards the National Curriculum, a more sensitive assessment tool is used which will show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of each key stage (year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- The individual targets set for your child as part of their Individual Education

Plan will be reviewed, with your involvement, at least three times yearly; in October, February and June.

- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review. You will be invited to attend the annual review with all the adults involved with the child's education.

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

- We are proud of our warm and friendly 'open door' policy at Cromford Church of England Primary School. This means that the class teacher is available to discuss your child's progress or any concerns you may have, either before or after school or by appointment if you are in need of an in depth discussion. We value the partnership with parents as crucial to your child's success and the opportunity to share what is working well at home and at school. The class teacher should always be your first port of call.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you.
- Individual Education Plans will be reviewed with your involvement at least three times a year.

### **How is Cromford Church of England Primary School accessible to children with SEND?**

Accessibility and inclusion are important to us at Cromford Church of England Primary School. We have wheelchair access via ramps to both the key Stage 1 classroom and the Hall. Our school is small but has been adapted for wheelchair users and we have a fully equipped disabled toilet. The Headteacher, SENDCO and Governing Body review the accessibility of our school facilities on an annual basis and are always aiming to improve the accessibility of our facilities. We aim to make our school as accessible as we can to all children and would make every effort to adapt our teaching areas to accommodate any child who came to the school with mobility difficulties.

- We ensure that equipment used in school is accessible to all our pupils.
- We adapt provision to meet the needs of children with SEND, for example through the use of laptops or 'Clicker' for extended writing, individual pencil grips or resources such as Numicon.
- We plan to include all pupils in sporting activities and have a member of staff who is currently being trained in developing inclusive PE.

## **How will we support your child when they are leaving this school or moving on to another class?**

We understand that moving between schools or classes can be a big step for all children including those with SEND. As a school we do all we can to make this transition as easy as possible for our children.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows 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 beneficial for your child, we will arrange transition visits to their new school.

When moving classes in school:

- All information about previous support and targets will be passed on to the new class teacher and a planning meeting will take place with the new teacher.
- All IEPs will be shared with the new teacher and the first set of targets will set in collaboration with you, the new teacher and the previous teacher.

## **What do parents of children with SEND say about our school?**

We feel that we have been very fortunate to find Cromford Primary School. Mrs Foster the Head teacher was, and always has been very receptive to the needs of our son who has ASD and ADHD. The school were open minded and have supported our son in every aspect of his needs. The school and staff have been proactive and incredibly easy to communicate with which is vital when teaching a special needs child. Our son has 25 hours of assistance on his EHCP and school quickly found suitable one to one support for him. Our son has been treated as an individual and not labelled or constrained by his difficulties. The staff have been incredibly flexible especially when considering what our son is capable of or how he may react to a given situation. We have been very reassured by the school and the education our son is receiving. We feel that had we not found the caring and nurturing atmosphere at Cromford our son may not be in mainstream school and for that we will be eternally grateful.

Melissa Gough-Rundle