



## **Introduction**

Welcome to our SEND information report which is part of the Derbyshire Local Offer for learners with Special Educational Needs and Disabilities (SEND) and in compliance with section 69 of the Children and Families Act 2014. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND. The information published will be updated annually.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The school SEND policy can be found on the school website – under the ‘Parent’ section. A written copy is available on request.

At Scarcliffe we are committed to working in partnership with families to ensure the very best for all the children in our care. There are many times throughout the school year that parents can be actively engaged within the school; school trips and visits, parents’ evenings, open evenings, SEND support reviews and informal meetings with the class teachers.

This local offer has been produced with pupils, parents/carers, governors, and members of staff. Key personnel who lead on SEND are -

SEN Governor: Mrs N Senior

SENCO (special education needs co-ordinator): Mrs L Swift

Head Teacher: Mr I Marsh

If parents wish to contact the school with regards to their child’s provision then their first point of call is always the class teacher. They are working with the children every day and know about their educational provision best. Should parents wish to make further enquiries to the school after they have spoken about their issues with the class teacher, then they may do so by contacting the school office.

If you have specific questions about the Derbyshire Local Offer please go to the website (see ‘useful links’).

This information report has been created to ensure compliance with the Department for Education’s SEND Reforms and the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015). It has been written with reference to the following guidance and documents:

- Section 69 of the Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0-25 years (2015)
- Schools SEN Information Report Regulations (2014)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April, 2014)
- Safeguarding Policy
- Teachers Standards 2012
- Paragraph 3 of schedule 10 to the Equality Act 2010

## **What is our approach to teaching learners with SEN?**

At Scarcliffe we believe in participation for all. All children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition into adulthood (Code of Practice July 2014). Lessons are planned so that all children, including those needing SEND support, have access to the curriculum. Our creative curriculum ensures that activities are carefully planned, enabling full access for all in an environment where everyone can achieve.

Our curriculum allows for independent learning, encourages children to follow their own lines of enquiry and allows for clear differentiation so that all learning activities are accessible to all. Within the classroom, teachers and teaching assistants support whole class, group work and individuals depending on the need at that time. We allow for flexibility which means that children have access to different types of support when needed. Outcomes are monitored through the school's monitoring system which feeds into the Pupil Progress meeting.

The success of the targeted support is measured by the progress towards the children's individual targets.

## **How we identify SEND**

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

When a child is in need of SEND support the class teacher highlights this to the SENCo. This would happen if the child is not making expected progress within the differentiated work in the classroom. This, along with the school’s rigorous assessment and tracking system gives us a clear picture of the child throughout the year.

Where it is identified that a child will need additional SEN support then the SENCo and class teacher will meet with the parents to discuss the possible barriers to learning.

Where necessary, the SENCo will liaise with outside agencies who may also provide additional support for children. This can be speech and language support, SSEN, Behaviour Support Services, Educational Psychologist, CAHMS and school health.

We have worked with SSEN to develop staff understanding of dyslexia and autism.

### **What we do to support learners with SEND**

All children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition into adulthood (Code of Practice July 2014). All lessons are planned so that all children, including those needing SEN support, have access to the curriculum. Our creative curriculum ensures that activities are carefully planned, enabling full access for all in an environment where everyone can achieve.

Each learner identified as having an EHC Plan, receives support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on an IEP (individual education plan). Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, PC’s or other alternative recording devices

- Buddy systems
- Social stories

### **Support for individual needs:**

#### Medical:

Where a child is in need of medical support, we will also follow the advice as set out by medical professionals and in their Health Care plan. If training is required for staff then the SENCo or Head Teacher will arrange this.

#### Behavioural:

A child needing support with regards to behaviour is not necessarily also in need of SEN Support. The SENCo will assess the individual needs in conjunction with the class teacher and parents and a mutual decision on support for the child will be decided.

### **Specialist Staff:**

Within school we have a number of staff members who have had training relevant to the different needs of our children including the use of an Epipen and rescue medication for epileptic seizures.

We have worked with SSEN to develop staff understanding of dyslexia and autism.

We also work closely with our Educational Psychologist to ensure that teachers have plans and structures in place for new children coming into school as well as those which present a change in their needs.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra curricular activities. At Scarcliffe we offer a range of additional clubs and activities which vary from term to term. We are committed to making reasonable adjustments to ensure participation for all, so please contact our school office to discuss specific requirements.

All staff have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Our **special educational needs policy** outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the school’s **publication of equality information and objectives**. (See **school website** <https://www.scarcliffe.derbyshire.sch.uk/send>) explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

As a school we follow Derbyshire’s admissions policies and procedures and do not discriminate in any way against pupils with any of the protected characteristics. Our admission arrangements and accessibility plan provide an outline of how the school will manage the following (as part of section 69 of the Children and Families Act 2014 and under paragraph 3 of schedule 10 to the Equality Act 2010):

- the arrangements for the admission of disabled pupils
- the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities we provide to help disabled pupils to access the school
- increasing the extent to which disabled pupils can participate in our school’s curriculum
- improving the physical environment of our school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by our school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners. For those children with a SEN statement or EHC Plan, transition to secondary schools will initially be discussed in the year 5 summer term review, to ensure time for planning and preparation.

### **Useful links**

[www.derbyshire.gov.uk/SEN](http://www.derbyshire.gov.uk/SEN)

[www.localoffer.derbyshire.gov.uk](http://www.localoffer.derbyshire.gov.uk)

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)