



## **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 report and the information published will be updated annually by the current SENDCo.

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 -**

**SEND Governor: Mrs N Senior (n.senior2@scarcliffe.org.uk)**

**SENDCO (special education needs co-ordinator): Mrs L Swift (lswift@scarcliffe.org.uk)**

**Head Teacher: Mr J Horton and Mrs H Brocklesby (headteacher@scarcliffe.org.uk)**

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 SEND 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 kinds of special educational needs and disabilities does Scarcliffe Primary School make provision for?**

Within our academy, we have pupils with a wide variety of special educational needs such as ASD, ADHD, dyslexic tendencies and speech, language and communication difficulties. Some pupils have a clear diagnosis and others do not, but all pupils receive the support they require to make good progress. We do not have any EHCPs at present, but do have plans in progress. All children are welcome to attend Scarcliffe Primary School and if a child has a Special Educational Need or Disability, we will endeavour to acquire the skills and knowledge to support the child and their family to the best of our ability, making reasonable adjustments that are supported by the Local Authority and local agencies.

## **What is our approach to identifying children with SEND and how do we assess their needs? How are special educational needs communicated with parents and carers?**

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 him or her. 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 may be in need of SEND support, the class teacher, or parent, highlights this to the SENCo. This may 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. Information will be gathered through the, "Assess," stage of the graduated approach.

Where it is identified that a child may need additional SEND support then the SENDCo and class teacher will meet with the parents to discuss the possible barriers to learning and follow the, "Assess, plan , do review cycle," in conjunction with parents.

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

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

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

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 have access to the curriculum. Our carefully considered curriculum ensures that activities are adapted so that everyone

can make excellent progress. Profiles/IEPS support teachers with additional strategies, and bespoke approaches support access to learning

Within the classroom, teachers and teaching assistants support whole class, group work and individuals depending on the need at that time. 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 will the curriculum and learning be matched to my child/young person's needs?**

The academy provides a broad, balanced and ambitious curriculum for all children, delivered through a quality first teaching strategy.

Teachers consider the three principles for inclusion when planning sequences of learning:

- Setting suitable learning challenges which build on prior knowledge and experience.
- Responding to pupils' diverse learning needs to secure longer term memory and recall.
- Using assessment to identify gaps in knowledge and understanding, and to overcoming potential barriers to learning for individuals and groups of pupils.

Ensuring each child can access a broad and balanced curriculum, is the responsibility of every teacher, supported by the Curriculum Leaders and SENDCo. The curriculum is reviewed and adjusted by the Curriculum Leaders with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes opportunities for learning outside the classroom. Teachers are provided with IEPs/Profiles with individual strategies and provision required to support access to the curriculum and support individual needs.

Reasonable adaptations may be made to the learning environment under advice from specialist services.

### **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 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.

Each learner identified as SEND support or 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

### **The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.**

#### **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 SENDCo or Head Teacher will arrange this.

#### Behavioural:

A child needing support with regards to behaviour is not necessarily also in need of SEND Support. The SENDCo 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.

### **How does the school involve other bodies in meeting children and young people's SEN and supporting families?**

We are supported with regular training on:

We have worked with ISAT to develop staff understanding of dyslexia and autism and secure further training through our ISAT team and through Derbyshire LEA.

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.

Referrals are made to specialist services to seek specialist support as per a Graduated Response Approach.

### **How does Scarcliffe Primary School evaluate the effectiveness of its provision for pupils with SEND?**

In order to ensure the best outcomes for pupils with SEND, the academy undertakes a programme of monitoring and evaluation.

Monitoring will focus on:

- Attainment of age-related expectations
- Progress from baseline assessments
- Quality of teaching
- Record keeping
- Appropriate target setting
- Relationships with parents/carers and their involvement in provision
- Involvement of the child in learning reviews
- Effectiveness of intervention
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Monitoring will inform future planning for improvement and CPD for staff.

Successful provision aims to:

- Narrow the attainment gap between pupils with SEND and their peers.
- Prevent the attainment gap from widening
- Equal or improve upon the pupil's previous rate of progress.
- Show an improvement in a child's social/life skills.
- Show improvement in a pupil's behaviour/attendance.

## **Arrangements for assessing and reviewing children and young people's progress towards outcomes**

The SENDCo will undertake monitoring at least termly, monitoring provision for, and the progress of pupils with SEND. This will be reported to the headteachers and governors at least annually. Monitoring will take place in a variety of ways. This could include: pupil discussions, lesson observations, work scrutiny and learning walks. Progress in data collections, interventions, attendance from starting points will also be analysed as well as progress towards individual targets from their IEPs. Parent and pupil voice will also be gathered as part of the SEND review process.

This information is collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014. The evidence collected informs our development and improvement planning.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice 2014 supported by the SLT, Pupil Premium (PP) Leader, SENDCo and Subject Leaders. Teachers have a termly pupil progress data discussion with the CO-headteacher (Jack Horton) and shared with the SENDCo. At the meeting, the impact of intervention is monitored, possible barriers to progress are highlighted and pupils' targets are agreed. The level of need is also considered e.g. SEND support.

## **How will both Scarcliffe Primary School and parents/carers know how their child/young person is doing and how will they help them to support their learning?**

During parent's evening consultations, we offer parents of children with SEND a longer meeting. When an IEP is reviewed, parents/carers and the pupil are invited in to share successes and offer opinions with the class teacher about further areas for development and strategies for support. SEND reviews are held at least 3 times a year. Parents/Carers are given support with understanding the progress and attainment expectations for their child. There are opportunities to discuss and clarify any barriers to learning both inside and outside the academy and to make valuable contributions to future targets and strategies for support. The aim is to develop a shared vision of achievement for the pupil with a clear framework to scaffold success. The Parent/Carer is given a copy of the target sheet at the end of each meeting, which details the child's primary need, attainment data, targets and an outline of support agreed for the next term. Alongside the ongoing dialogue, an end of year report is also provided giving detailed information about progress and attainment. Discussions with the teacher, around progress and attainment can be facilitated at any point should a Parent/Carer have queries or require information.

## **How will my child/young person be included in activities outside the classroom, including school trips?**

All learners should have the same opportunity to access co-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.'

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

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not**

- 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

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN**

At our school, we are committed to fostering an inclusive environment where all children and young people—regardless of their individual needs—can participate fully in the life of the school. Pupils with SEND are actively supported to engage in the same activities as their peers through a range of tailored strategies and provisions, including:

- adult support
- use of differentiated resources
- scaffolding
- use of assistive technology and resources

### **How do we support pupils with SEND when moving on to their next stage of education?**

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 and will provide support as necessary for individual needs.

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

### **What support will there be for my child/young person's overall well-being?**

Scarcliffe Primary School offers pastoral support to pupils who need this through support such as: opportunities to speak with class teachers and other school staff, bubble time, the worry box, and offering positive play to those who require further support (delivered by staff trained in delivering pastoral care.)

Children's mental health and wellbeing are important at Scarcliffe Primary. Mrs Brocklesby is the school's named Senior Mental Health Lead.

To prevent bullying at Scarcliffe Primary School we offer the following: teaching about bullying and relationships through our PSHE curriculum; teaching about cyberbullying through computing lessons (Project Evolve); anti-bullying ambassadors who undertake work through the school council; use of worry boxes and bubble time.

### **How will Looked After Children with SEND be supported?**

The designated teacher of LAC (Hannah Brocklesby) ensures that appropriate support is provided and support provision and information is shared in PEP and LAC reviews.

### **What are the arrangements for consulting young people with SEND and involving them in their education?**

Children's views are sought before any IEP is reviewed. The child will be asked to contribute their ideas and opinions about barriers to learning and how best to support teaching and learning strategies. Pupils are also asked to contribute to pupil voice questionnaires during monitoring periods.

### **Information about the arrangements for the admission of disabled pupils:**

Our school is committed to promoting equality of opportunity and inclusive practice for all pupils, including those with disabilities. We welcome applications from disabled pupils and work closely with families, external agencies, and the Local Authority to ensure that appropriate arrangements are in place to support a smooth and successful transition into our school.

In line with the Equality Act 2010 and the SEND Code of Practice, we make reasonable adjustments to ensure that disabled pupils are not disadvantaged in the admissions process. This includes:

- Ensuring that our admissions procedures are accessible and inclusive.
- Offering pre-admission visits and transition meetings to identify and plan for any specific needs.
- Working collaboratively with health and education professionals to assess and implement necessary adaptations or support.
- Where possible, making physical adjustments to the school environment where required, such as accessible entrances, classroom layouts, and specialist equipment.

The school site is regularly reviewed for accessibility, and staff receive ongoing training to meet a wide range of needs, ensuring that inclusive practices are embedded throughout the school.

Our aim is to provide a welcoming, supportive, and inclusive environment where all children, regardless of ability, can thrive and achieve their full potential.

### **What steps have been taken to prevent disabled pupils being treated less favourably than other pupils?**

Our school is committed to fostering an inclusive environment where all pupils, including those with disabilities, are treated with dignity, respect, and fairness. In line with the Equality Act 2010 and the SEND Code of Practice, we actively take steps to ensure that disabled pupils are not treated less favourably than their peers.

These steps include:

- **Staff Training:** All staff receive training on equality, diversity, and inclusive practices to ensure they understand their responsibilities and can support pupils effectively.
- **Reasonable Adjustments:** We make reasonable adjustments to the curriculum, teaching methods, and physical environment to meet the individual needs of disabled pupils.
- **Pupil Voice:** We encourage all pupils to share their views and experiences, and we ensure that disabled pupils have equal opportunities to participate in school life, including clubs, trips, and leadership roles.
- **Monitoring and Review:** We regularly monitor the progress and wellbeing of disabled pupils and review our practices to ensure equity and continuous improvement.

### **How will equipment and facilities to support pupils with special educational needs be secured? How accessible is Scarcliffe Primary School?**

At Scarcliffe Primary School, we continue to improve the physical environment where reasonable and if possible in order to improve the engagement and participation in the curriculum for SEND learners.

Scarcliffe Primary School is on a level but access into the building can be limited due to steps (for example, in the main entrance) and narrow passageways e.g. in class one. However, there is an accessible ramp into the school hall which has made it more wheelchair friendly. We do not have any disabled toilets.

Advice and funding to support pupils with physical needs is gained from the Local Authority. Please visit our website to view our Accessibility Plan and Equality statement ([SCARCLIFFE PRIMARY SCHOOL ACCESSIBILITY PLAN](#)) ([Scarcliffe Primary School - Policies & Documents](#))

Our Accessibility plan outlines our next steps to increase the extent of access to the curriculum, physical environment and accessibility of information.

### **What do I do if I have a concern or complaint about the SEND provision made by Scarcliffe Primary School?**

In the first instance, it is important to contact the SENDCo as she has overall responsibility for provision of the pupils with SEND. Should a resolution not be found, one of the headteachers (Mr Horton or Mrs Brocklesby) can be contacted through the office. If no resolution is found after following this pathway, it is recommended that parents/carers follow the complaints procedures, set out in the policy available directly from the office or website.

### **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The governing body has appointed a SEND Governor, Nicki Senior who works closely with the SENDCo, to support her role and relationships with outside agencies. The SENDCo summarises her work with outside agencies and reports key information to this governor.

Scarcliffe will also seek specialist advice from Derbyshire support services, ISAT or the Educational Psychologist where necessary. We support a multi-agency approach.

#### **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)

[SCARCLIFFE PRIMARY SCHOOL accessibility plan](#)

[SEND Code of Practice January 2015.pdf](#)