



Peak Dale Primary School

Special Educational Needs Information Report

June 2024



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Welcome

I would like to take this opportunity to inform you through our Special Educational Need and Disability (SEND) information report about what we do here at Peak Dale Primary to support children with SEND and their families. The SEND information report is part of the Derbyshire Local Offer for learners with SEND.

Here at Peak Dale Primary School we believe that with the right support every child with SEND can thrive. We are committed to providing excellent teaching and learning experiences for all our children, equipping them with the necessary skills to succeed in the next stage of their education and into adulthood. We strive to do everything possible to make sure that this happens.

We believe that all children, including those with SEND, are entitled to an accessible, ambitious curriculum where learning is made to come alive with enriching experiences and is made meaningful by making links to the outside world.

Peak Dale Primary School has an inclusive ethos, we want all our children to feel a sense of belonging and community, to be able to join together in experiences which will enrich the lives of all our children, not just on an academic front but socially and emotionally. We aim to create an environment where all children can dream big, ask questions about the world and understand and celebrate diversity.

I hope the following information is useful. If you would like to know more or discuss the provision for your child please don't hesitate to get in touch.

Natalie Doughty

SENCO and Head of School

June 2024

How do we identify children who may have SEND?

The SEND Code of Practice defines SEND 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 the same age: or**
- (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.”**

At Peak Dale we do not presume that a child has SEND just because they may need different support or help to other children, we recognise that we are all unique and some children may make slower progress than others in certain areas. Not all children who are making slower progress may have a SEND need, we recognise that there may be other factors affecting a child's development such as attendance or issues in the child's life such as bereavement or divorce, when exploring why a child is not progressing, we will look at all of these factors. We will gather information about our children's progress within lessons and academically. We place great importance on identifying SEND early so that we can help and support children as quickly as possible. There are a number of ways in which we may identify that children may have a SEND need:

- Half termly assessments made by the class teacher will indicate if a child is not making progress or if their development is not in line with their age-related expectations.
- Parents/carers may inform the school of any difficulties that their child may have, either as they start school or at any point of their school journey. We always listen carefully to the views of parents/carers, a positive parent/school partnership is paramount in achieving the best outcomes for our children.
- Pupil progress meetings are held with the Head of School and SENCO each term. This gives us the opportunity to identify and discuss children who we feel are not making the expected progress.
- We may look at behaviour records
- The teacher's knowledge and relationship with the child.
- Where appropriate we will seek advice and support from external services.

How can I let school know that I am concerned about my child's progress in school?

If you are concerned about your child's progress, or if you have concerns regarding your child's physical or mental well-being we encourage you to come and speak to the class teacher in the first instance or, if you prefer, the school SENCO, Mrs Doughty. The class teacher will liaise with the SENCO who is responsible for coordinating the provision to support children with SEND. The class teacher and SENCO will work closely with the child, parent/carers, staff members and where appropriate external agencies to provide provision which will support the best possible outcomes for your child.

What is the school's approach to teaching children with SEND?

We believe that high-quality accessible teaching, scaffolded for individual children, is the first step in providing a curriculum for all our children, including those with SEND. We actively encourage all our children to be active learners in class. We have a 'no hands up' policy which encourages all our children to listen actively and engage in their learning. In addition to whole class or year group teaching we may offer short, small group or 1:1 interventions over a designated number of weeks to support the development of specific skills or

knowledge. These are often delivered by either a teacher or one of our teaching assistants who are trained in the offered intervention. The impact of interventions is monitored by the SENCO to ensure they are effective.

We have an ambitious curriculum for all, including those with SEND. We strive for our children to know more, remember more and do more. We do this by using a number of strategies within our day-to-day teaching;

- We use explicit teaching; we teach skills and concepts in small steps, giving examples and using clear language, we plan for common misconceptions and reduce distracting information, highlighting the main information.
- We encourage children to think about their own learning, we use feedback to support this by asking questions such as 'can you find and fix the mistake in this sentence?'. We actively encourage regular retrieval of key skills and knowledge by using retrieval grids and low stake quizzes to encourage active thinking of what the children have already learnt and how they can use this to support their next steps.
- We use scaffolding to support our learners. This is temporary support in order that every child is able to engage and learn in the lesson, this support will be reduced until they are able to achieve success independently. Scaffolding may include a writing frame, visual example, or a verbal scaffold with the teacher correcting a misconception or breaking the task into smaller chunks.
- We use flexible grouping; within the lesson we may ask children to join different groups in response to the lesson outcomes and their individual needs. These groups are not set, they are varied according to the immediate need.
- We use technology to support our teaching and learning.

Where a specific need has been identified we may make 'reasonable adjustments' to further adapt our curriculum and/or learning environment to suit our children. For example, a child with visual stress may benefit from using a coloured overlay or coloured paper, children with SEMH needs may benefit from a daily meet and greet, or support to access the hall at dinner time when it is noisy and smells different. We use the Derbyshire Friendly School Files to support our provision and adjustments to the learning environment.

How will the teaching be adapted for my child with a SEND?

We have many years of experience of working with children with SEND and will make reasonable adjustments to adapt the day-to-day learning so that all children can succeed, as described above. We also work closely with external services such as Behaviour Support, the Speech and Language service who will advise on the best strategies for supporting children with specific needs.

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

If we have identified your child as having difficulties in their learning or are concerned in any way about your child we may ask you to come in for a supportive discussion between parents/carers, the class teacher and where appropriate the SENCO. Teachers and the Leadership team review all pupils' progress half termly. In addition, we hold regular parents' evenings throughout the school year where progress is addressed.

How is extra support allocated to children?

The level of support given to pupils is based around their individual needs. Where children's needs are more specialised, more complex or rely on specific tasks then the amount of individual or small group support may be greater than children whose needs are not so great. In all cases, school will endeavor to provide the best provision possible within the constraints of the school's overall budget.

All children with SEND are placed on our Graduated Response, we will meet with parents/carers, the child, class teacher and any other professionals working with the child to create a pupil support plan, this will outline

key targets for the child to achieve within a time frame and the provision provided in order to meet these targets. Pupil support plans are reviewed a minimum of three times a year.

Who are the other people providing services to children with SEND at Peak Dale Primary?

We work in partnership with, or buy in, the following services;

- The Autism Outreach Team – a small group of professionals who work across Derbyshire Schools providing advice to colleagues to develop strategies to support children diagnosed with Autism. We are currently supported by Claire Morley.
- The Behaviour Support Service, now part of ‘The Inclusion Team’ – who aim to support schools to improve pupil behaviour and reduce exclusions, to support the re-integration of excluded pupils and to provide, or secure, the best possible education for pupils following permanent exclusion. We are currently supported by Richard Storm.
- CAMHS (Child and Adolescent Mental Health Service) work with young people (up to the age of 18), across North Derbyshire, who are presenting with signs and symptoms of a variety of mental health needs, such as self-harm, depression, anxiety, eating disorders, psychosis, OCD and ADHD. They provide a wide range of services for young people and their families, including psychological and psychiatric assessments, mental health assessments, individual and group CBT, family therapy, art therapy and consultation and liaison with outside agencies. We are currently supported by Sam Jones.
- Educational Psychology – Their role is an advisory one and they work with school staff to develop strategies to focus on supporting, and improving, outcomes for children who may be experiencing difficulties that present themselves as emotional and/or behavioral difficulties. We are currently supported by Kate Allison.
- Speech and Language Therapy – to support individual children who may have a communication plan or those children who need therapy to develop speech sounds. We are currently supported by Hattie Tilly.
- The Support Service for Special Educational Needs (SSSEN) – works directly with pupils who have an Education, Health and Care (EHC) Plans and Graduated Response for Individual Pupil (GRIP) Plans in primary schools within Derbyshire. We are currently supported by Tara Dakin
- Sensory and Physical Support Service – for children and young people with physical impairments. The team offers educational guidance and support to children and young people (0–19 years of age) who have a physical impairment or a significant medical need, their school or other educational setting and their families. We are currently supported by Rachel Wessells.
- Visual Impairment Team – for children with visual impairments. We are currently supported by Julie Goodfellows

For some children we may need to apply for additional support from the Local Authority to meet the needs of children that we are not able to meet through our usual classroom provision. We will work in partnership with parents/carers to decide which funding stream would be most appropriate. The following funding allocations may be suitable:

- EYIF (Early Years Inclusion Funding)
- IF (Inclusion Funding)
- EHCP (Education Health Care Plan)

How do staff working with children who have a SEND and what training do they receive?

All teaching staff attend regular professional development meetings where teaching and learning are the focus to improve the standards of teaching in all classrooms for all children. We provide training for our Teaching Assistants either in school or by an external service on the key interventions we deliver in school: Fisher Family Trust, Lego therapy, speech and language interventions, number stacks, Little Wandle interventions, Precision teaching. Individual Teachers and Teaching assistants receive frequent training and development opportunities throughout the year, provided by external agencies such as the educational psychologist and physiotherapist to meet the needs of individual pupils. Mrs Doughty, the SENCO is in the process of completing the National Qualification for SENCOs.

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

All children are assessed regularly, and assessment data is closely monitored by the class teacher and leadership team. As part of our Graduated Response, we will meet with parents/carers a minimum of three times a year to review your child's plan and discuss your child's progress, this is in addition to the parents' evenings provided by school.

What support can you provide for us as parents of a child with SEND?

We are committed to building positive partnerships with our families in order that the best possible outcomes can be achieved for your child and that you feel part of your child's educational journey, and this will be no different if your child is identified as having a SEND. Parents/carers are encouraged to discuss any concerns with Class Teachers as they arise. Parents/carers will receive accurate information when they meet with teachers, so they have a full picture of their child's strengths and abilities, as well as their child's behaviour at school. Parents/carers will be consulted before outside agencies are involved and, as far as is reasonably possible, you will be fully informed of any interventions your child is involved in. In addition to this, if you are having difficulties at home for any reason, we may be able to offer you advice and support through our Early Help Offer. Please contact Mrs Doughty to discuss this further if you feel you would benefit from some support.

How accessible is school, both inside and outdoors, for children with SEND?

Our school is divided between two Victorian buildings (Upper and Lower Blocks). Both buildings have level access over a tarmac playground. The Lower Block has wheelchair access through the cloakrooms adjacent to the hall and the internal layout of the building is level. The Upper Block has a small ramp leading into the building, it also has an accessible toilet which includes a height adjustable sink.

We work closely with outside agencies such as the Support Service for Physical Impairment when planning for the admission of a child who has a physical need. We will make 'reasonable adjustments' to ensure children have full access to the school, curriculum and equipment. We will ensure, wherever possible, that the equipment used is accessible to all children.

How will my child be included in activities outside the classroom?

All children in school have the entitlement to take part in a range of activities. Staff plan visits and trips with the needs of all pupils in mind. Where necessary, for example on residential visits, staff will work with providers to ensure that equality of access and opportunity is maintained. All pupils in school have access to all extra-curricular activities. These include sports, music and environmental clubs.

How will school support my child when they are joining the school, moving to a new class or onto the next stage of their education?

Transition at any point can be a stressful time for any child and it may be particularly challenging for a pupil with a SEND. We will work closely with parents/carers about how we can best meet the emotional needs of the child. We will also work alongside pre-school providers to ensure we know as much about the child as possible before they start with us. The SENCO will liaise with external agencies involved with your child and, wherever possible, strategies to support your child that are proven to work will be continued in school.

Transition between classes is carefully planned, as a small school the children are often already familiar with their next teacher, activities in the next class are planned through the summer term. Transition into secondary school is carefully planned with children in Y5 visiting Buxton Community School for an activity day. Staff and Y10 learning mentor pupils from Buxton Community School visit the juniors to talk to them about transition to secondary school and answer any questions they may have. Children in Y5 and Y6 often take part in additional supported visits to Buxton Community School, St Thomas More's High School and Chapel High. Y6 pupils attend a transition day at their high school during the summer term. Whichever school a child transitions to, we always provide clear communication between us and their next school to ensure the child has a smooth start for the next phase of their educational journey.

What are the arrangements for parents of children with a SEND who may wish to complain about the provision?

Parents who wish to complain are encouraged to initially speak to the Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Headteacher the parent/carer would be directed to the school's complaints procedure and the governing body.

Contact details of support services for the parents of children with a SEND:

Details of the range of support services can be found at

<https://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/special-educational-needs-and-disabilities-service-send.aspx>

Contact details for some of the support services who work in school can be found below.

- Speech and Language Therapy Service – Buxton Medical Centre 01298 79251
- Educational Psychologist: Area Education Office 01629 533535
- Hearing Impairment Service – Buxton Medical Centre 01298 79251
- SSEN – Area Education Office – 01629 533500
- School Nurse or Doctor – Buxton Medical Centre 01298 79251
- Support Service for Physical Impairment – County Support Service 01332 834782
- CAMHS – Buxton Medical Centre 01298 79251
- Speech and Language Therapy Service – Buxton Medical Centre 01298 79251

- Derbyshire Information, Advice and Support Service for SEND – 01629 533668. This is a free, impartial service which provides support, guidance and information to parents and carers of children and young people who have special educational needs and disabilities.

email: ias.service@derbyshire.gov.uk

website: www.derbyshireiass.co.uk

Telephone: 01629 533668 Monday to Friday from 9.30am to 3pm.

Where is the Local Authority's Local Offer published?

Derbyshire's Local Offer aims to pull all the information about different services together in one place. It includes leisure and activity providers, health and care services, education providers and support groups. The Local Offer includes information on:

- Schools and colleges (specialist and mainstream)
- Childcare and education for the early years (ages 0 – 5)
- Transport to and from education including early years
- Health services and support
- Support for families
- Preparing for adulthood (including housing, training and apprenticeships)
- Things to do and places to go
- Information and advice.

The Derbyshire Local Offer can be found at:

<https://localoffer.derbyshire.gov.uk>

This report relates to and complies with the following:

Section 69(2) of the Children and Families Act 2014.

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Section 6 of the SEN and Disability code of practice 0 to 25 years'.