

Special Educational Needs Information Report



The **Special Educational Needs Code of Practice** gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

The Code of Practice 6.79 states that the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The **Special Educational Needs Information Report** should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

What this report must include:

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

How Kniveton upholds the values that underpin SEND Code of Practice:

At Kniveton Primary, we uphold and apply the principles of the SEND Code of Practice. The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

What Special Educational Needs and Disabilities (SEND) are:

The term 'special educational needs' has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

Children with SEND may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEND of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEND could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves; or

- some kind of sensory or physical needs which may affect them in school.
- Please be mindful that these are just some examples and not an exhaustive list.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo at Kniveton Primary School is Luke Redfearn.

The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordinating of specific provision made to support individual pupils with SEND, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies. The SENCo works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENCo plays an important role with the support of the governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND. The SEN governor, Nicola Slack, has regular, timetabled contact with the SENCo with termly reports made to the governing board on the strengths and areas for additional support.

How we support children with SEND:

We place great importance on identifying special educational needs and disabilities early-on so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. All teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEND. The Code describes how help for children with special educational needs and disabilities should be made by a step-by-step or 'graduated approach'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs or disabilities. The extra or different help could be a

different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

What parents should do if they have concerns:

If you think your child may have a special educational need or disability that has not been identified, you should talk to your child's class teacher or the SENCo (also the headteacher, Luke Redfearn) straight away.

You will be able to talk over your concerns and find out what the school thinks. The SENCo will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask:

- if the school thinks your child has difficulties
- if the school thinks your child has special educational needs
- if your child is able to work at the same level as other children of a similar age
- if your child is already getting some extra help
- how you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher or headteacher or any other professional working with your child.

Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps. We will provide an annual report for parents on their child's progress.

Where a pupil is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

What Derbyshire County Council can provide:

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations. Guidance on the support provided through Derbyshire's local offer can be found here:

<https://localoffer.derbyshire.gov.uk/#!/directory>

On this web page, click, 'How to use our Local Offer' to find out how to use the directory of support available.

This report was updated in June 2024, and will be reviewed annually.

Luke Redfearn

Headteacher

Pending GB approval