



Special Educational Needs and Disabilities (SEND)

Information Report

2023-2024

- Special Educational Needs and Disability Co-ordinator: Mrs Susan Heath
- Special Educational Needs and Disability Governor: Mrs Kelly Grove

At Donisthorpe Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting. It is our ethos that every child, regardless of any Special Educational Needs and/or Disabilities (SEND), should be given the opportunity to reach their full potential and be supported to access the whole curriculum on offer, in accordance with the 2014 SEND Code of Practice. Our philosophy is that education should provide each and every pupil with the core skills needed to achieve their full potential through a diverse and rich programme of study. We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability.

Definition

The SEND Code of Practice (1.xiii-xiv) 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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Legislation and Guidance

- This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- In Leicestershire, this forms part of a Local Offer (LO) and details about our SEND provision. A copy of the Leicestershire Local Offer is available through the school website and can also be found at: www.leicestershire.gov.uk/local-offer

1. What are the kinds of SEN that are provided for at Donisthorpe Primary School?

The Code of Practice refers to four broad areas in which your child's needs may fall. However, these are not definitive categories in which to 'place' children. These areas are:

- Cognition and Learning needs, for example, dyslexia
- Communication and Interaction needs, for example, Autistic Spectrum Disorder and speech and language differences
- Sensory and Physical needs, for example, hearing difficulties and sensory processing differences
- Social, Emotional and Mental Health needs, for example, attention deficit hyperactivity disorder (ADHD)

2. How do we identify pupils with SEN and assess their needs?

We identify pupils and assess their needs by:

- Listening to your views and concerns.
- Listening to your child's views and concerns.
- Making regular assessments of children.
- Feedback from staff.
- Reviewing intervention impact.
- Monitoring children's emotional, social and mental-health well-being.
- Information from external agencies, for example Educational Psychologist.
- Monitoring pupils' progress in comparison to peers locally and nationally.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

What should you do if you are concerned your child may have a special educational need?

If you are concerned that your child may have a special educational need (SEN) then we recommend that you first speak to your child's class teacher. They will then refer to the Special Educational Needs Coordinator (SENDCo) to discuss your child's provision in detail. The SENDCo is also available if you want to discuss your child's needs further.

3. How will your child be supported and how will we help you to support your child?

When deciding whether special educational provision is required we will:

- Look at what we expect your child to achieve, this is not just focussed on academic progress and attainment
- Gather the views of your child
- Gather the views of the parent
- Gather the views of teachers and other professionals

We will then use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

It is an expectation that all children will have the opportunity, resources and support to reach their academic potential.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly in line with the SEN Code of Practice 2014.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

School request for Education, Health Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child or young person, the child or young person has not made acceptable or expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Where a request is made to the LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action plan
- SEND Support Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Current progress and attainment in English and Mathematics
- Educational and other assessments, for example from an advisory specialist support teacher and/or Educational Psychologist
- Views of the parents and the pupil
- Involvement from other professionals as appropriate
- Any involvement by Social Services

4. How do we support pupils moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In addition:

- SENCO of new setting to attend Year 6 Annual Reviews
- Additional parent/child transfer arrangements made if requested
- Additional transition day for pupils with SEN to meet other students, become more familiar with the building and meet key staff before induction day
- Transition materials between class/school phases
- Phased/flexible entry when moving from Nursery provision to EYFS if required
- Pre-school visit by SENCO and class teacher where additional needs have been identified

5. What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN, supporting in class and with interventions such as:

- Speech and language
- Phonics
- Social skills groups
- Motor skills
- Pre-teaching

This will be differentiated for individual pupils following specialist advice and support from external agencies including Educational Psychologists, Autism Outreach support, Speech and Language Therapists.

Behaviour and emotional support:

- Review meetings between school and parents
- Liaison with Supporting Leicestershire Families
- Links with CAMHS, Community Paediatrician
- Community Health Practitioner
- ELSA deployed across the school
- Independent inclusion team to meet with students and parents

6. How accessible is the school environment?

Our Accessibility Plan is committed to providing an accessible environment.

Internal:

- Wheelchair access to all internal areas
- Toilets and shower facility available for disabled pupils and adults
- Grab handles installed in disabled toilet
- Blinds on all classroom windows
- Ceilings lowered to support acoustics for pupils with a hearing impairment

External:

- Wheelchair access to most areas
- Single level paths around outside of building
- Classrooms are wheel chair accessible
- Parking bay on site for disability 'Blue Badge' holders

7. How accessible is the curriculum?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiated curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, differentiated teaching style and content of the lesson.
- Adapted resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables and larger font.
- Differentiated teaching, for example, giving longer processing times, pre-teaching vocabulary and reading instructions aloud.

We enable children with SEND to access extra-curricular activities by:

- Including parents in any relevant discussions about your child
- We include additional adult support
- We follow advice from other professional and / or advisory service

- Completing risk assessments • Encouraging all pupils to attend residential trips
- Encouraging and monitoring the attendance of SEND pupils to after-school clubs
- All pupils are expected, encouraged and supported to take part in sports days, focus days, etc
- No pupil is excluded from taking part in these activities because of their SEN or disability.

8. What specialist services are available at or are accessed by the school?

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language Therapy
- Supporting Leicestershire Families
- Autism Outreach Team
- Specialist Teaching Services
- Local Authority medical teams and practitioners
- Community Health Practitioner
- Outreach Forest Way Teaching School Alliance
- Oakfield Behaviour Forum
- Hearing Impairment Team
- Inclusion Support Team
- ADHD Solutions

9. What training and expertise do staff have in supporting children with SEND?

At Donisthorpe Primary School, all teachers are responsible for SEND provision in the school:

- All teaching staff are given initial transition information, pupil's individual targets, one page profiles and support strategies are discussed before the start of the new academic year. This information is also discussed and agreed directly with parents.
- Structured end of year handover meetings are held between all essential and appropriate staff across the key stages
- Regular meetings are held with teachers and Learning Support Assistants to discuss pupil progress, concerns and support strategies
- Training for specific learning difficulties is offered as required e.g. dyslexia. All staff have completed Level One Autism Spectrum Disorder training
- We have a team of Learning Support Assistants who are trained to deliver SEND provision – Speech and Language, ADHD, Autism, Dyslexia and Social and Emotional
- Regular first aid training and updates take place
- Medical training provided to support children in the use of Epipens and Type 1 Diabetes
- Safeguarding
- Prevent
- Attachment Trauma

10. How do we evaluate our provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at regular and frequent intervals
- Discussions with pupils and parents
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding termly meetings with parents and pupils to review individual targets and progress

11. How do we support the emotional and social development of pupils with SEND?

Our children's well-being is of paramount importance to us and we strive to offer excellent pastoral support for pupils and their families. Our Inclusion Team work closely with the SENDCo in providing support for pupils and their families. We also work with outside agencies and professionals to support our pupils and families, such as the Early Help Team. PSHE and RSE is delivered throughout the school across all areas of the curriculum. Our children learn about important themes of relationships, living in the wider world and health & wellbeing at age-appropriate levels.

We have the highest expectations of all pupils so that their achievement academically, creatively, personally and socially is the highest it can be. We aim to prepare all pupils for their respective life-journey so all become confident, kind, caring global citizens who develop a love of learning. We are committed to character formation developed by a curriculum that challenges pupils to reflect and think for themselves. We will provide a warm and welcoming environment for all children through positive and uplifting experiences.

Our Behaviour Policy and Anti-Bullying Policy are based on the belief that all pupils have the right to learn in a secure, safe and stimulating environment. Donisthorpe Primary School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs. These policies aim to develop an acceptance of responsibility for their own behaviour, in all pupils. They also identify ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

12. What to do if I am not happy with the provision for my child with SEND?

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families who attend school.

Where a parent feels that a situation has not been resolved through contact with the class teacher, they should make an appointment to discuss it with the Headteacher. If the school cannot resolve any complaint or concern itself, the parent will then be referred to the school's complaints policy. The school complaints policy is available on the school website and on request to the school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

13. Contact details of support services for parents of pupils with SEN

Please refer to **Leicestershire County Council Local Offer** (regulation 3a) on their website for more information.

Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) Leicestershire, is a statutory service. They provide free, impartial and confidential advice and support on all matters relating to SEND, including education, health and social care issues.

We can put you in touch with agencies such as **Supporting Leicestershire Families** if you feel you would benefit from support at home with your child.

You can speak to the school's **Public Health Team**, who can be contacted on 07520615382.

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to 'Inclusion' with details of our policy for special educational needs, the school's Accessibility Plan and Disability Equality Policy.