



Special Educational Needs and Disabilities

Donisthorpe Primary School 'Positive, Ambitious, Nurturing'

A Guide for Parents 2024-2025

Special Educational Needs Co-ordinator: Mrs Susan Heath
Special Educational Needs and Disability Governor: Mr James Fletcher

Our aims for pupils with SEND

Our aims for pupils with special educational needs and disabilities are the same as for all pupils; to provide a broad and balanced curriculum and the highest quality of education. We are an inclusive school with a dedicated team who strive to work with parents to achieve the best for our pupils, ensuring they are able to learn and develop their personal and social skills.

What are special educational needs and disabilities? (SEND Code of Practice: 0-25 years 2015)

Special educational needs and disabilities (SEND) can impact upon a child or young person's ability to learn. They may affect their behaviour or ability to socialise, for example, children with autism may struggle to make friends. They can affect their academic learning, for example, a child may have reading problems because they have dyslexic tendencies. They can affect their ability to understand things or their concentration levels, for example, they may have ADHD.

They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

My child has SEND and I would like to look around. What do I need to do?

We welcome visits by parents to our school if they are considering Donisthorpe School for their child. Appointments to visit can be made by contacting the school office by phone or email. It would be useful to mention that your child has some additional needs when making this appointment so that, where possible, the school SENDCo can be made available to meet you. You can find out more about our school on the school website; www.donisthorpeprimary.org

How accessible is the setting?

The school is one story, enabling movement around the school for wheelchair users. There are accessible toilets available. We make reasonable adjustments to our school building, as required, to support children with SEND; lowered ceilings to support pupils with a hearing impairment, showering facilities, single level paths around the outside of the building and designated parking for disability 'Blue Badge' holders. Accessibility of the school is reviewed annually as part of our Accessibility Plan. We are also committed to making reasonable adjustments for off site visits so that your child is given as much access as possible.

How do you identify and assess children with special educational needs?

We recognise that children learn at different rates and that there are many factors affecting achievement. A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' assessments are used to help us identify the specific needs of your child. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any

difficulties. All staff have knowledge, skills and experience of working with children with who may have more specific needs (e.g. Dyslexia, Autistic Spectrum Difficulties). The school can also seek quality support and advice from other specialist agencies such as The Autism and Learning Team, Speech and Language Therapists, Occupational Therapists and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify and support children with SEND. In addition to identification by school staff, your child may be identified as having additional needs through conversations with pre-school settings, communication from yourselves as parents or carers or information from other services that may be involved with your child.

How will you support my child?

If a concern is raised, the class teacher would talk to you about your child's progress and work with you to develop an understanding of your child's potential additional needs. They will discuss what adjustments and provision can be made in class. If difficulties persist, the SENDCo may also work with you and your child's class teacher to provide a plan for your child. At this point, there may be a need for more specific assessments in school so that we can set specific targets for your child that will be reviewed with you termly. If your child is identified as having SEND, your child's class teacher or the SENDCo will work with you/your child to develop a 'one page' profile that outlines the everyday adaptations needed in order to meet the needs of your child. We will also look at the outcomes you and your child want and the additional support that can be put in place for them. Support is provided in a variety of areas; academic and social and emotional. A plan will be put in place with targets that will be reviewed with you termly.

If your child has an EHCP (Education Health Care Plan) or is in receipt of SEND Intervention Funding, we will put provision in place as outlined in that plan. This plan will be reviewed formally on an annual basis. Your child will also have a plan with short term targets that will be reviewed with you termly. At these meetings we will look at the targets that were agreed and the progress your child is making towards these targets. We track the progress of our SEND pupils and evaluate their SEND provision very carefully. We look at how well they are meeting their targets and how well support is meeting their needs. We use test and assessment data to help us to measure progress. The SENDCo and other senior leaders at school will monitor SEND procedures by looking at books and observing lessons. Teachers differentiate work carefully and are trained to consider learning differences to help each child learn more effectively.

The school regularly reviews the teaching for all pupils. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently

encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs.

We endeavour to have pupils with SEND fully represented in all areas of school life. Our rewards systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

How is the decision made about the support my child will receive?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher or teaching assistants or it may be continual day to day adjustments by the adults working with them. The level of support they will get will depend on factors like their overall progress and attainment compared to their class or age related expectations. Our aim is to provide enough support to enable our pupils to become more independent with their learning, but not to become reliant on that support, ensuring that they are ready for transition to the next educational setting and adulthood.

What support will there be for my child's overall well-being?

We recognise that good mental health is very important in enabling children to learn effectively at school. Our school has a very nurturing school ethos and an emphasis on developing character. We have a PSHE curriculum for all that addresses understanding feelings and changes, as well as a strong anti-bullying policy. For those children who need further support we organise social communication groups, friendship groups and inclusion support.

Our class teachers are committed to ensuring the overall well-being of the children in their class and invite parents to talk to their child's class teacher if they have any worries.

What specialist services and expertise are available for my child?

We work regularly with a range of other professionals and services at our school in order to identify and support the needs of our pupils and to ensure that there is a consistent approach.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language therapists
- Educational Psychologists
- Autism outreach and learning service (including hearing and vision support)
- Community Paediatricians
- Health Visitors/School Nurse
- Visual/Hearing Impairment Team

- ADHD solutions
- Child & Adolescent Mental Health Service
- Family Support Worker
- Area special schools (Forest Way and Oakfield)
- Early Help services
- Social Care
- Virtual school team
- Voluntary organisations
- Special Educational Needs Assessment and Commissioning Service (SENA)

What training have staff supporting SEND had or what training are they having?

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND and we work closely with the above agencies to access training and support. Training needs are identified by staff themselves or by the SENDCo to meet the needs of children in school or those known to be coming into school, for example Attachment Trauma Training and Team Teach Training. Additional training is also sourced if there is a specific need. Medical training is provided to support children in the use of Epipens and Type 1 Diabetes. The SENDCo regularly attends LA briefings and Symphony Primary Development Group meetings to keep up to date with local and national developments and to share best practice. The SENDCo has achieved the National Award SENDCo (NASENCO) qualification.

What should I do if I think my child may have special educational needs?

If you think that your child may have a special educational need then we recommend that you speak with your child's teacher who will then refer to the SENDCo. We will always listen when a concern is raised and agree some actions together and arrange a time to review how it is going.

How are parents, carers and families involved in the school?

We are a friendly and approachable school who value the strong partnerships that we have with parents. We aim to involve and inform parents as much as possible and provide them with support, advice and access to services. We hold parents' evenings in the Autumn and Spring terms for all children and an additional review meeting in the Summer term for children with SEND. We provide a settling in report in the Autumn term, a mid-year report in the Spring term and a comprehensive written report in the Summer Term. We adopt a number of other strategies to communicate with parents depending on your availability; home

school communication books, reading diaries and phone call discussions. Parents are also invited to become involved in school life through our parent-teacher association, through volunteering and helping to listen to children read and through ongoing invitations to school events throughout the year. We host information events for parents in the lead up to residential visits and other key events.

How do pupils participate in their education?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices.

All of our SEND pupils have pupil centred one-page profiles that are produced in conjunction with the pupil and their parents and enable them to identify their strengths and ways that they learn best. We have pupil centred reviews that allow us to engage your child in commenting on the support they want and receive. The Donisthorpe Curriculum encourages children to express their thoughts and feelings in a safe and nurturing environment. Alongside this, we are promoting positive mental health by focussing on agreed core values.

How will the setting prepare and support my child with their educational journey?

We understand that transitions can be particularly difficult for pupils with SEND and we work closely with other schools and agencies to ensure as smooth a process as possible. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have a programme in place for welcoming all new learners to our setting. Children entering school in our Foundation Stage visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCo and class teacher in pre-school meetings for children who may need additional support in place. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum with additional bespoke arrangements for individual pupils as required.

When your child moves between year groups at Donisthorpe we ensure that all information is discussed and passed on to their next teacher in advance at a transition meeting between teachers.

Children transferring to secondary school have a planned transition programme. Less confident children are invited to the High for a planned programme of additional induction.

If your child has an EHCP and is moving to secondary school, then an early review will be held and the SENDCo of their next school will be invited to attend.

What other support services are there who might help me and provide me with information and advice?

If you need support in finding an organisation or support service for your child, please contact Mrs Susan Heath (SENDCo) at Donisthorpe Primary, who will be happy to help you navigate through the local offer. You may also find the Parent Partnership Service useful or IPSEA. Parents or carers can also seek advice from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide free, impartial and confidential advice and support to parents and carers of children with additional needs. They will advise on all matters relating to SEND, including education, health and social care issues.

What should I do if I have a complaint?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried or the concerns are of a more serious nature, you should contact the SENDCo, Executive Head teacher or the Deputy Head Teacher. There is a trust complaints policy in which such procedures are outlined and you can find this on the school's website.

Where can I find the local authority's Local Offer?

We work closely with the local authority to ensure that our school local offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-anddisability> You can also find a link on our school website <https://www.donisthorpeprimary.org>

- This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) 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