



## Special Education Needs – Education, Health and Social Care

We are an inclusive school; our aim is to ensure that all pupils, regardless of their specific needs, make the best possible progress within our mainstream school setting.

Special Education Needs and Disabilities at Town End includes any child who has Academic, Social, Emotional needs or Health and Social care concerns.

*OFSTED Nov 2013 ...*

*'All groups of pupils make good progress from their different starting points, including disabled pupils and those who have special educational needs and more-able pupils.'*

*'Disabled pupils and those who have special educational needs make similar progress to their peers because they are always provided for in lessons through teachers' lesson planning and they often receive extra support from teaching assistants.'*

Please see the information below. For any other queries please ring and make an appointment to discuss with the Headteacher.

1. Who can I talk to about my child's learning, health or social need if I am concerned about my child's progress in school?
2. How could my child get help at Town End?
3. How will my child, identified with a special need, get help starting at Town End or moving onto another school?
4. How will the school let me know if they have any concerns about my child's learning in school?
5. How is extra support allocated to children?
6. Who are the other people providing services to children with SEND in this school?
7. How will we measure the progress of your child in school?
8. What support do we have for you as a parent of child with an SEND?
9. How is Town End accessible to children with SEND?
10. How are the teachers in school helped to work with children with an SEND and what training do they have?

If you have any concerns we recommend you speak to your child's class teacher at the earliest opportunity. If you are not happy that your concerns are being managed and feel that your child is still not making progress you should speak to the Coordinator for Special Needs and disabilities (SENCO) which is Miss Vardy or the Mrs White, the Headteacher.

## Who can I talk to about my child's learning, health or social need if I am concerned about my child's progress in school?

Your child's **class teacher** is responsible for:

- Checking on the progress of your child
- Identifying, planning and delivering any additional help your child may need
- Reviewing progress with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child are deployed to deliver the planned work/programme for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Our school **SENCO**, Miss K Vardy (Coordinator for Special Needs support) is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) through provision mapping
- Developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensure additional adults, outside specialist help and specially planned work and resources for a pupil are implemented and evaluated for effectiveness termly
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that you are involved in supporting your child's learning; kept informed about the support your child is getting and involved in reviewing how they are doing
- Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register
- Provide support for teachers and support staff in the school, so they can help children with SEND in the school achieve the best progress possible.

The **Headteacher**, Mrs White is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Identify training and development needs of teachers and support staff in response to changing needs of the pupils.
- Ensuring that the class teacher and SENCO plan for all children's needs to be met.
- Informing the Governing Body regularly about any issues in the school relating to SEND pupils. The School **Governor** for SEND, Mrs K Higgins, is responsible for making sure that the necessary support is made for any child who attends the school who has any SEND needs.

## How could my child get help at Town End?

All pupils..

- Teachers have high expectations and pupil access good and outstanding teaching and a curriculum adapted to meet their individual needs.
- Teachers use a variety of teaching methods - catering for visual, auditory and kinaesthetic learners.

Some pupils, may have a gap in their understanding/learning and need some extra support...

- School provision mapping identifies and tracks pupil's progress and clearly outlines support needed to close gaps in learning.
- By building on what your child already knows; can do and can understand, teachers plan for different ways of teaching so that your child is fully involved in learning in class eg more practical learning or providing different resources adapted for your child.



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- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task eg. Makaton signing
- Home school diaries are used to communicate daily between home and school; including learning, recording specific targets or intervention needed e.g. health or behavioural needs.
- Small group targeted sessions run by teachers to help your child to make more progress.
- A Teaching and Learning assistant (TA) may run small group sessions using the teacher's plans, or a recommended programme.
- Referrals made, with your consent, to outside agencies to advise and support the school to enable your child to make progress, eg. Speech and language therapist or Educational Psychologist.
- We work well with specialist professionals who make recommendations based on their expertise and understanding of your child's needs, to enhance further class support, support targets, and complete individual or group work with your child.
- Where learning needs are more severe and further interventions strategies are needed to continue supporting your child in mainstream setting, the Headteacher, SENCO, class teacher jointly with you as parents/carers can apply for statutory assessment from Derbyshire County Council, resulting if successful, in your child receiving an Education Health Care Plan (EHC)
- An EHC plan may mean that an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- Yearly Review meetings, to which all agencies working with your child are invited, which will always consider the progress your child has made and whether changes need to be made to the EHC plan

### How will my child, identified with a special need, get help starting at Town End or moving onto another school?

- We understand that transferring between schools at any time can cause concerns for you and your child and we work hard to provide as much support as your individual child may need. Transition from Infant schools and other schools midyear includes the electronic transference of SEND information, current targets and previous progress made. However we ask that if your child has been allocated a place at Town End via the local authority and they have a special educational need and/or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff
- The headteacher, Mrs White, will speak with your child's current Headteacher and class teachers, where relevant, to share detailed information about your child.
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts.
- Your child's teacher will visit your child if they are attending another provision.
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting
- The class teacher will have received all IEPs and information given to school to help settle your child and will arrange an early meeting with you to review your child's learning, following a settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.
- SEND pupils moving at the end of Year 6 to another school or other pupils transferring mid-year to other schools will have additional transfer visits arranged to their new schools.



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- Tibshelf community school work with us to create a personal passport to support transition.
- The headteacher, Mrs White, will speak with your child's new school SENCO and other relevant transfer staff to share detailed information about your child.

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

- Teachers share information about pupils in teaching groups, classes and groups. When concerns are raised about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO who will share concerns with the Headteacher.
- Termly meetings, with the Senior Leadership team, monitor progress of all pupils and any pupils who need targeted support are identified and included within provision mapping.
- Where pupils are included in an intervention group or targeted to complete individual work; the class teacher, SENCO or headteacher will inform you and ask for any concerns you may have, and discuss how we can work together to support your child at home and at school.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.

### How is extra support allocated to children?

- Support allocated to your child may be academic, social or emotional.
- The school budget includes money to support pupils with SEND needs and support resources and training needs of school staff
- SENCO, Headteacher and Governors of the school allocate the budget according to current needs of pupils in school; supporting the school provision map, which has been created through monitoring of pupil progress.
- If your child receives extra support already this may well continue and will be evaluated regularly. Information discussed at SEND meetings, focuses on pupils who are not making as much progress as expected and have been identified as needing some support. These may be more able pupils, pupils with medical needs or pupils for whom there may be other concerns and for whatever reason are not on target with their learning.

### Who are the people providing services to children with an SEN in this school?

- Teachers, Teaching and learning assistants (TA's), Learning mentor, Midday supervisors, Playleader, Kitchen staff, sports providers.
- Headteacher Tibshelf Infant school (Zoe Andrews), SENCO (Jo Lea) at Tibshelf Community School Nurse (Ann Brockwell), CAMHS support (Sophie Tipple), Multi Agency Team (South Normanton Team), School counsellor (Elaine Wright), Behaviour support service (Alison Hemstock) Autism Outreach Service (Sam Barton), Educational Psychology Service (Alan Hurford), Speech and Language therapy (Claire Withey), Occupational Therapy (Chesterfield Royal), Physiotherapy (Chesterfield Royal), Professional training for school staff to deliver medical interventions (Chesterfield Royal)
- Chesterfield Royal Hospital - Den, CAMHS (Children's mental health services)
- Parent Partnership Service (to support families through the SEN processes and procedures).

### How are the teachers in school helped to work with children with an SEND and what training do they have?



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- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO
- Termly whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. The school improvement plan, details identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as dyslexia
- The school SENCO has undertaken specialist training in designated special provision, which is a post graduate qualification.
- Our SENCO supports the class teacher planning and TA provision for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs/disabilities or identified through the performance management process.

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

- We monitor all pupils continuously, through book scrutiny and staff/pupil discussions, this is reported to the Senior leadership team meeting every term who review attainment and progress.
- Progress of all pupils is measured regularly alongside other data such as attendance, engagement in learning and behaviour which may be a barrier to learning and be reducing progress being made
- At the end of Year 6 all children are required to be formally assessed, in Year 6 using Standard Assessment Tests (SATs). This is something the government requires all schools to do and our results are published nationally.
- Children with SEND needs will be reviewed termly, with your involvement and a plan made for future academic, social or emotional targets created.
- The progress of children with a statement or new EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- We will respond to phone calls or letters at any time if you need to discuss your child's progress with us.
- We will keep you informed of your child's progress through the home school book, letters, texts, certificates, and celebrations, meetings to review progress, annual reviews and end of year reports.

### What support do we have for you as a parent of child with an SEND?

- Talking to your child's class teacher so you know how your child is doing in school and also we are fully informed of what they are doing out of school. A joined up approach always benefits your child in making good progress.
- Making an appointment to talk to the SENCO or Headteacher is also good so you can discuss any concerns you may have. Tackling issues early is always beneficial for you and your child.
- Reports should come to your home address from outside agencies if you are unable to discuss assessments about your child in person when they are in school.
- Targets (IEP's where appropriate) will be reviewed termly and include your comments.
- Learning log tasks will be adjusted as needed to your child's individual needs.



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- Your child will have a home/school book which may be used to support communication with you, when this has been agreed to be useful for you and your child.
- If your child is undergoing statutory assessment you will also be supported by Derbyshire Children's Services SEND Team and will be signposted to the Parent partnership support services.

### How is Town End accessible to children with SEND?

- All doorways are double width to ensure accessibility for mobility scooters/ wheelchairs.
- We have a designated toilet fitted with appropriate fitting for a range of abilities, including a bed.
- Most of the classrooms are accessible. The middle 4 classrooms need a ramp to enter.
- Class allocations can be adapted to suit pupils needs.
- The school has level access onto the playgrounds and field.
- Staff receive relevant training to match changing needs of the pupils eg pupils with diabetes,
- We ensure equipment is adapted / resourced to suit needs.
- The office area is upstairs and may not accessible for some pupils or staff



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