



Hartington C of E Primary School

“Caring & sharing as part of God’s family”
“Loving our neighbour as we love ourselves” - Luke 10:27

SEND Information Report - January 2023

The SENDCO at Hartington C of E Primary School is Tracy Blackwell (the Headteacher). The Governor with responsibility in this area is Katherine Webley.

The SENDCO 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 Educational Health Care plans or who are in receipt of GRIPS, working closely with staff, parents, carers, and other agencies.

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with all staff including allocated SENTA's, parents and other agencies. The SENDCO works with professionals providing a support role to families at home and in school to ensure that pupils with SEND receive appropriate support, individualised curriculum delivered through high quality teaching.

The SENDCO plays an important role with the governing body in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND, it is the responsibility of the SENDCO to provide regular reports and updates in changes in legislation.

Support for SEND

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. The Environment in which all children are working, is carefully considered to ensure each individual, regardless of any impediment to learning they may have is appropriate and meets their needs. This is often described as ‘differentiating the curriculum’.

Children making slower progress or experiencing difficulties in any area of the curriculum will be provided with targeted support from either the class teacher, SENTA, SENDCO or specific agencies to promote optimum progress is achieved.

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. There may be many reasons that can stall a child's progress. The SEND Code of practice describes how help for children with special educational needs should be made following a step-by-step process which is known as a '**Graduated Response or Approach**'.

The graduated approach recognises that children learn in different ways and identifies different conditions and levels of SEND. Once a child's needs are identified a care plan is issued through consultation with parents, the class teacher and SENCO. Specialist expertise may be purchased by the school to support individual children, deliver continual professional development (CPD) for staff or offer advice to ensure achievable targets are set.

Once a Care Plan has been identified and issued it is carefully monitored, and reviewed by the schools SENCO and class teacher then targets and progress are reported to parents/carers. This is achieved through an open door policy and liaison occurs via email, telephone or virtual consultation and face to face as required. Parents/carers may also be involved in reviews of support provided to their child, so they have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps. 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.

Children in receipt of EHCP or GRIPS funding will be invited to attend more formal meetings within the academic year where representatives from supporting agencies are invited to participate.

Parents – what to do if you have concerns/worries

If you think your child may have a special educational need that has not been identified, you should initially talk to your child's class teacher, or to the head teacher straightaway. It is best to start with your child's teacher as they are the member of staff that will know your child the best.

You will be able to discuss your concerns confidentially and if your child requires additional support this will be identified by the teacher. However if external agency input or assessment is required the class teacher will involve the school SENCO and she will be able to explain what will happen next.

Working together with your child's teachers will often help to sort out worries and problems. It is important that school and home work in partnership with each other to ensure your child achieves optimum success with their targets.

Questions you might want to ask your child's teacher

- Does the school think my child has difficulties?
- Does the school think my child has special educational needs?
- Is my child able to work at the same level as other children of a similar age?
- Is my child getting any extra help in class?
- How can I help my child at home?

School – What we will do for you

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

It is important that all persons involved with your child work in collaboration with parents and carers. 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.

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 for target setting. This can be achieved by the child's class teacher, SENCO or SENTA. If a child has difficulties commuting the wishes verbally a class observation is undertaken, reported to parents/carers then included in the child's record.

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.

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 of all care plans can be viewed in the child's folder in school.

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.

Useful information for parents / carers

Derbyshire website: www.derbyshire.gov.uk/send

SEN Websites: <https://www.gov.uk/topic/schools-colleges-childrenservices/special-educational-needs-disabilities>

CAHMS: <https://www.chesterfieldroyal.nhs.uk/services/clinicaldirectorates/womens-and-childrens/children/camhs/index>

NSPCC: <https://www.nspcc.org.uk/>

If any parents/carers are struggling to find relevant information linked to their child's SEND, please feel free to come into the school and speak to the SENCO who will direct you to the appropriate websites / information. Please note that when the school receives updated information from the local authority Children Services this is automatically placed on the school web site. If the information is relevant and specific to a child on the SEND register it is sent directly to the family.

Review Date - January 2024