



Special Educational Needs Information Report

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Author/s of policy:	Joel Beeden
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Content list

Section		Page number
1.	The United Nations Convention n the Rights of the Child (UNCRC)	2
2.	Duckmanton Primary School Context	2
3.	Key Staff and Expertise	2
4.	Identifying children with SEND	2
5.	Supporting children with SEND	3
6.	Involvement of parents and children	4
7.	Teaching And Learning Of Children With Send	4
8.	Transition to Secondary School	4
9.	Monitoring Effectiveness	4
10.	Training	4
11.	Derbyshire Local Offer	4
12.	Complaints	5
13.	School Offer	6

1. The United Nations Convention on the Rights of the Child (UNCRC)

Our School provides a broad and balanced curriculum for all children, Article 2 of the UNCRC states that all children have the rights laid out in the Convention, and that individual children and young people shouldn't be discriminated against when these rights are realised this includes discrimination against the disabled. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Article 23 states that all children and young people have the right to be safe and happy, children with a disability should be able to join in with activities and their disability shouldn't stop them taking part. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

2. Duckmanton Primary School Context

At the point of publication, there are 200 children on roll at Duckmanton Primary School including children on roll in the Nursery and 2-year-old provision. 48 children of our pupils are identified as having special educational needs or disabilities. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans, and those without.

Duckmanton Primary School works within the Derbyshire Local Offer. Please visit this website for further information. <http://www.derbyshiresendlocaloffer.org/>

3. Key Staff and Expertise

Headteacher	Emma Levers	NPQH & post graduate qualification as a SENCo
SENCO	Joel Beeden	NPQH & post graduate qualification as a SENCo
SEND Governor	Sarah Scarborough	
DTLAC	Joel Beeden	

SENCO CONTACT: senco@duckmanton.derbyshire.sch.uk or 01246 825650

and Accessibility plan.

SEN Policy is available on the school website: www.duckmanton.primary.co.uk

Other documents are available from the school office.

4. Identifying children with SEND

Children are identified as having special educational needs if they need extra support in school which is over and above **universal, quality first teaching**).

Children can be identified as having special needs in a variety of ways such as:

1. The child is showing difficulties at school in the 4 domains as set out in the SEND Code of Practice
2. There are identified medical or developmental conditions for which the child may need extra support.
3. The child is making less than expected progress given their age and individual circumstances.
4. Assessments in Foundation Stage include hearing and sight screening and all areas of development including speech and language.

Information about a child's special needs may be received from an outside agency such as Speech and Language Therapy, Health Services, Educational Psychology or our teachers may identify difficulties in a child's learning or play through observations, work or assessments carried out in class. If a parent or carer is concerned about a child's needs and how they are supported in school, they are first advised to meet with the child's class teacher to discuss these concerns and how support is being given.

If difficulties arise this is what we do:

1. We talk to parents about it.
2. The school SENCO is informed.
3. After discussions we decide what extra support is needed.
4. Outside agencies are involved with the child if they don't make progress with school support or if their needs require advice from experts, (these are listed below).
5. If it is decided by outside agencies and school that the child's needs are complex and inadequate progress is being made a GRIP, Educational Health Care Plan or Early Years Inclusion Funding will be applied for from the local authority.

5. Supporting Learners with SEND

At Duckmanton Primary School, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Therefore all staff in school receive regular training and specific SEN updates. School also work alongside external agencies to provide further training and expertise for staff in school. The Educational Psychology department provide regular drop in opportunities for staff to tap into their expertise and employ appropriate strategies as advised. We use different interventions and approaches to address specific areas of need and would look carefully at your child's individual needs when deciding how best to support your child. This may include one-to-one support or small group both inside and outside the classroom.

School work in collaboration with a number of Outside Agencies to provide quality support including:

- **ISAS** – Inclusion Support Advisory Service
- **CAMHS** – Child and Adolescent Mental Health Service
- **EP Service** – Educational Psychology Service
- **LIO** – Local Inclusion Officer
- **SALT** – Speech and Language Therapy
- **Compass Changing Lives** – Social, Emotional and Mental Health Support
- **SSHI** – Support Service for the Hearing Impaired
- **SSPI** – Support Service for the Physically Impaired
- **SSVI** – Support Service for the Visually Impaired
- **The Den** – Children's Services (NHS)
- **School Nurse Service**

Referrals may be made by school to School Health Services including our School Nurse, School Doctor, SALT or CAMHS. These referrals will be dependent upon need and will only be made with parents or carers approval using the advised referral form, to ensure that there is a multi-agency approach to support the child. This may involve a referral to the P4YP Team if parents or carers consent or a Healthy Child Development worker for those in EYFS.

Within school we have a team of Learning Mentors and Teaching Assistants who provide support for children with SEND. A table showing the wide range of interventions available to support children's needs is attached. (appendix 1)

Areas of need for SEN definitions are:

- **Communication and Interaction** – Support in this area may be required when a child has problems communicating or interacting with adults and/or peers. This may be due to a variety of reasons including problems with speech, language or understanding. Alternatively, these difficulties may also be due to a developmental disorder.
- **Cognition and Learning** – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. This covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- **Social, emotional and mental health difficulties** – Problems in this area may seem like challenging behaviour or a child may be withdrawn and find it difficult to play with other children. They may be very quiet or very noisy during lessons. Children may seem difficult to reach or have very poor concentration, attention and be unable to focus on work in class. These behaviours may be due to a variety of disorders requiring medical diagnosis.

- **Sensory and/or Physical Needs** – Some children require special help because they have a disability which makes accessing education more difficult for them. This could be a visual impairment not fully corrected by glasses, hearing impairment requiring hearing aids or physical impairment requiring adaptations and special support within school to access learning.

6. Involvement Of Parents And Children

The Class Teacher, SENCO or a Learning Mentor will keep parents informed at each stage of identification and support from early concerns. Parents are invited to discuss the support being given to their child; parent's opinions are welcome and considered at all times. Parent's permissions are required before a referral is made to an outside agency. If a child has an IEP this is shared with parents and reviewed at least three times a year. Many children who are given extra support do not need an IEP; their support is outlined on a Provision Map.

Teachers and other staff discuss work, progress and next steps with children on a regular basis and during most intervention activities.

If a child has an Education Health Care Plan (EHCP), a GRIP or Early Years Inclusion Funding (EYIF) there will also be an Annual Review where other professionals involved in supporting the child will be invited to submit a report and attend the meeting along with parents, the child and at least one member of school staff. When a Year 5 review takes place and the Secondary School SENCO is invited along with all other professionals to support transition.

7. Teaching And Learning Of Children With Send

The class teacher is responsible for ensuring that the children make progress in their class. First quality teaching has the most impact on a child's progress. Quality first teaching involves differentiation of every lesson so that children's needs are met.

Children may be taught in small groups within the class or taken out of class to work in intervention groups lead by learning support staff but the teacher retains responsibility for the child's progress and will have an overview of work and progress.

The SENCO is available to help and support teachers to assess needs, find relevant resources and advice on interventions as well as being a point of contact for outside agencies and parents as necessary.

Children with SEND at Duckmanton Primary usually make good and sometimes outstanding progress against their personal objectives.

8. Transition To Secondary School

The SENCO works closely with Secondary School SENCOs to make sure that the needs of children with SEND are shared fully with their new school. Children are given extra transition days if required to help them transfer smoothly and confidently. The Secondary School SENCO is invited to Y5 reviews of children with Education or Health Care Plans OR GRIP funding.

9. Monitoring Effectiveness

Children with SEND are tracked along with all other children in school to ensure they are making adequate progress. The effectiveness of interventions is tracked regularly by the SENCO and changed if ineffective.

10. Training

Training is provided to support staff and class teachers on a regular basis according to school priorities and also individually when required to ensure children in their care are provided with the very best support we can give. Some training is provided within school and some from outside agencies knowledgeable in the area of need. All Teaching Assistants are supported by annual professional development meetings when their future training can be discussed along with informal discussions with the SENCO if a training need has been identified.

11. Derbyshire Local Offer

Our school SEN REPORT along with the attached table of interventions available in school provide our school's provision towards the Derbyshire Local Offer. Information on support available within Derbyshire can be found on the Derbyshire Local Offer website at:

www.derbyshiresendlocaloffer.org

12. Complaints

If you have any complaints about the way we are supporting your child or our approach to your child's needs please first discuss this with your child's class teacher by making an appointment to talk before or after school. If this does not resolve the problem please contact the SENCO (details are at the beginning of this report) or the Head Teacher via the school office.

Social, Emotional & Mental Health	Listening Ear Key Worker LM Support	Listening Ear Key Worker LM Support Nurture Group	Listening Ear Key Worker LM Support Nurture Group	Listening Ear Key Worker LM Support Nurture Group	Listening Ear Key Worker LM Support Nurture Group	Listening Ear Key Worker LM Support Nurture Group	Listening Ear Key Worker LM Support Nurture Group
Eal	1-1 Book/talk time Small world play 1-1	1-1 Book/talk time Small world play 1-1	1-1 Book/talk time Small world play 1-1	1-1Book/talk time Small world play 1-1	Book/talk time	Book/talk time	Book/talk time
Sensory	Lg print books Advice from Support Services Proximity to teacher	Lg print books Advice from Support Services Proximity to teacher	Lg print books Advice from Support Services Proximity to teacher	Lg print books Advice from Support Services Proximity to teacher	Lg print books Advice from Support Services Proximity to teacher	Lg print books Advice from Support Services Proximity to teacher	Lg print books Advice from Support Services Proximity to teacher