

## TINTWISTLE C.E. (A) PRIMARY SCHOOL SEN INFORMATION REPORT SEPTEMBER 2022

The **Special Educational Needs Code of Practice** gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

The Code of Practice 6.79 states that the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

## **Our School**

At Tintwistle C.E. (A) Primary School we value all our pupils as individuals and aim to do our utmost to meet their needs. We feel that the principles underlying the SEND code of practice are well matched to our school ethos and reflect our practices.

## **Principles underlying the Code**

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

## **What are special educational needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and

social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school.

These are just examples.

### **The Special Educational Needs & Disability Co-ordinator (SENDCo)**

At Tintwistle Primary School the SENDCo role is the responsibility of Jodie Vitti.

The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENDCo works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENDCo plays an important role with the governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

### **Support for SEN**

We place great importance on identifying special educational needs early, so that we can help children as quickly as possible.

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. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support.

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 SEN.

The Code describes how help for children with special educational needs should be made by a step-by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. 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.

Help for children with SEN will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

## **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 talk to your child's class teacher or to the SENDCo/Headteacher straightaway.

You will be able to talk over your concerns and find out what the school thinks. The SENDCo will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The more closely you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- how you can help your child.

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

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.

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 (DIASS) or from national or local voluntary organisations. DIASS was formerly known as Derbyshire Parent Partnership and offers free, impartial advice and support, they can be contacted on 01629 533668 or 01629 533660 email [ias.service@derbyshire.gov.uk](mailto:ias.service@derbyshire.gov.uk)

We will provide an annual report for parents on their child's progress.

Where a pupil is receiving SEN 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. We meet parents at least three times each year.

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.

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 given to the pupil's parents.

## **SEN Support in School**

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There are also 4 noted high incidence needs that all schools will come across: ASD, communication, dyslexia and social emotional and mental health.

As a small school we do not have any specialisms or enhanced resources but we do have experience of successfully meeting the needs of children with a variety of special educational needs. Our modern school building is single story with level access and is designed to be wheelchair friendly. Our staff use guidance such as Derbyshire Dyslexia Friendly Files, A Child with Autism in my Class, the DCC Descriptors of SEN etc. and the Inclusion Development Program materials (available at <http://www.nasen.org.uk/onlinesendcpd/>). Members of staff have undertaken a range of training (speech therapy, narrative stories, Cerebral Palsy, ADHD, autism, Down's Syndrome, Makaton etc.) and we are quick to identify and attend additional training when required.

Only a few pupils will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils. This forms part of the **Graduated Response**.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments we may need to make for them.

Class and subject teachers, supported by the Headteacher, make regular assessments of progress for all pupils.

Identification and assessment of pupils' SEN will include:

- End of Key Stage attainments
- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which involve:
  - observing and recording responses in different environments
  - identifying strengths and weaknesses
  - identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also assess progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put extra interventions and support in place to meet those needs.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, assesses whether the child has SEN. The pupil's response to such support helps to identify their particular needs.

### **How we decide whether to make special educational provision**

In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are added to the pupil's record on the school information system and given to the parents.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties we would consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

The school holds two parents' evenings annually and there is a further opportunity for parents to meet with teachers to discuss their child's written report at the end of the school year. Parents of children with SEN will be invited into school on a termly basis following reviews of their child's targets and provision. This meeting will be a consultation and the views of the parents will be taken into account. Children with SEN will be involved in setting and reviewing their targets and provision as appropriate, depending upon their age and level of understanding. In addition to meetings arranged by the school all parents are very welcome to make appointments to meet with their child's teacher at mutually convenient times.

The school has three formal assessment points each year when all children's progress is logged and all teachers meet with the Headteacher/SENDCo to discuss them both as individuals and as cohorts. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and teaching staff supporting the child in the same way as other SEN support.

The SENDCo and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

### **Requesting an Education, Health and Care needs assessment**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken

relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

## **Transition**

The majority of children in our Reception class have attended our nursery and are well known to our staff. When a child is joining our school whether in nursery or reception we strongly recommend that parents attend our new parents' meetings and are always happy to have a private discussion about any needs they feel their child may have. We also work closely with other pre-school providers to ensure that relevant information is shared and we can have the correct support in place from a child's first day. When children join us other than at the normal admission points it is very helpful if both parents and children visit the school in advance and alert us to any additional needs.

To support transition from Y6 to secondary school, we share information with the school the child is moving to. We agree with parents and pupils the information to be shared as part of this planning process. We have good links with the local secondary schools and where a child has SEN we will facilitate meetings between the parent and representatives of the secondary school. We will also arrange additional visits, where necessary, and deliver transition training to the children, such as packing a bag, reading a timetable and using a planner.

## **Our approach to teaching children and young people with SEN**

We believe that all teachers should adapt their teaching to match the needs of all the pupils in their classes. 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. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

We are flexible in our approach to teaching pupils who require additional support as well as those with SEN. We use well qualified support staff and a range of methods. Small groups or individuals may be withdrawn from the class or supported within it. We ensure that children with SEN are taught and supported by their teacher as well as teaching assistants. We often deliver specialised programmes such as Beat Dyslexia, Numbers Count etc. and evaluate their benefits.

When supporting SEN children we aim to take their views into account. Some pupils like 1:1 work with support staff outside the classroom, others prefer to be supported in the class or to be withdrawn with a friend. Whilst we have to maximise the benefit of the intervention we often find the child's preferred style of support is what works best for them.

### **Use of support staff**

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. Teaching Assistants provide support both within and outside the classroom and are trained to deliver a variety of intervention strategies.

### **Equipment**

We provide for pupils with high incidence SEN requiring low cost, non-customised equipment, e.g. non customised ICT equipment, up to £300, funded from their normally available resources. For more specialist customised equipment Derbyshire LA provides funding for an Individual Children's Equipment Budget to meet these needs.

We will always aim to adapt the curriculum to the needs of the child and adjust the learning environment when necessary. Children with SEN vary enormously and we look to meet the needs of the individual rather than the 'label'. We are very quick to seek the advice of external agencies, for example if a child with a physical impairment is due to start at the school we will arrange for the child, the parents and a specialist from the physically impaired support team to meet at the school and discuss how best to support the child and any necessary adaptations to the building.

As a small school we regularly have whole school training on aspects of SEN support in order to keep ourselves up to date. Where a child has needs that are outside the expertise of staff we quickly arrange any necessary training, enabling us to offer bespoke support.

Recently we have had support and training from:

Behaviour Support Service

Support Service for the Physically Impaired

Speech and Language Therapy

Support Service for Special Educational Needs

Educational Psychology

We also have good links with ISCAN (Integrated Service for Children with Additional Needs), CAMHS (Child and Adolescent Mental Health Service), the Support Service for Visually Impaired and the Multi Agency Team (MAT).

## **Evaluating the effectiveness of the provision**

An ongoing dialogue is maintained between teachers and the SENDCo and staff meetings are regularly based on analysis of our provision and how best to meet the needs of individuals. Interventions are discussed and evaluated regularly. We often seek advice from the Support Service for special Educational Needs (SSSEN) as a specialist teacher visits weekly. We also have annual support and planning meetings with Educational Psychology but have access to phone/email support when required.

We believe strongly that children with SEN should be able to engage in the school activities that are available to children without SEN. Sometimes this means providing 1:1 support for activities such as residential trips. Other times it involves adapting activities, for example on an outdoor and adventurous residential we can swap inaccessible activities such as stream scrambling with accessible ones such as archery. We will always talk to the child and their parents about any adaptations required and respect their views.

As a school we prioritise the emotional and social development of all our pupils. We place a lot of emphasis on our Christian ethos and values and our work on anti-bullying is ongoing. We have an effective buddy system in place and the pupils are encouraged to discuss concerns with staff. Pupil-staff relationships are good and all emotionally vulnerable children are able to choose a staff member to support them. Our school council conducts regular surveys and acts upon any findings. Where children are in need of more specialised support the school will arrange a family support worker or make a referral to CAMHS. Childline visit the school annually.

Our PHSE programme includes whole class R-time activities which are designed to help children to co-operate and express their feelings in a constructive manner. We also use small group/individual resources such as 'Friendship Street' and 'A Box of Feelings'. We also regularly use collective worship to reinforce our ethos and values and include SEAL materials.

## **Complaints**

We would hope that any concerns that a parent may have would be addressed by talking to the Headteacher, Mr Mulhall. If concerns remain we recommend that parents contact Derbyshire Parent Partnership who will offer free and impartial advice. They can be contacted by phone or email 01629533660 or 01629533668 email [ias.service@derbyshire.gov.uk](mailto:ias.service@derbyshire.gov.uk)

Where issues remain unresolved please address any complaints to Mrs V. Mullis, Chair of Governors, who will follow the school complaints procedure. This can be found under policies in the 'About Us' section of our website.

Where a child is looked after by the local authority the school will work with the Virtual School Team, social workers and carers to create a personal education plan (PEP) setting out how best to meet the child's needs. The child will of course have access, as required, to the full range of support agencies available to the school.

For further information on virtual schools please contact

[lynn.steventon@derbyshire.gov.uk](mailto:lynn.steventon@derbyshire.gov.uk) or by post

Lynne Steventon  
Virtual School Team  
County hall  
Matlock  
DE4 3AG

Derbyshire's local offer can be found on the website

<http://www.derbyshiresendlocaloffer.org/>

As all children are individuals and special educational need vary widely please contact the school directly to discuss any additional needs your child may have and how best we can meet them. The school has experience of dealing with children with all four of the main areas of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Please note that Tintwistle is not a resourced school and does not have specialist facilities or equipment.

Numbers of pupils with SEN and their areas of need are reported to the Local Authority via our census returns.

**J.Vitti 21.09.22**