



Special Educational Needs and Disability SEND

Information Report 2018/19

1. What kinds of Special Educational Needs do the School Support?

At Markeaton we provide support for pupils across the four areas of need as laid out in the code of practice 2014. These are as follows:

- Communication and Interaction needs;
- Needs within Cognition and Learning;
- Social, Emotional and Mental Health Needs;
- Sensory and/or Physical Needs.

2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have Special Needs?

If a Child who is new to school already has an identified Special Need then the following steps will be taken:

- Parents must contact the school prior to their child starting to inform staff if their child has additional Needs;
- The school's Special Educational Needs and Disability Co-ordinator (SENDCO) will contact the child's last school to gain information about their needs and details of support the school needs to provide to ensure a smooth transition;
- If the child is involved with outside professionals the SENDCO will also contact them to gain their advice and support prior to them starting.

If the parent/s of the child are concerned about their child's development the following steps will be taken:

- The class teacher will discuss this further with the parent and involve the SENDCO if appropriate;
- The class teacher/SENDCO will investigate the concerns and share with the parent/s what they have found and what the next steps will be;
- Depending on the outcome of the investigation, the teacher and SENDCO (if appropriate) will ensure that appropriate provision is made to meet the needs of the child and this may also involve consulting with other agencies e.g. Speech and Language Therapy and school nurse (please see section 14 for a full list of outside agencies and their contact details).

If staff are concerned about a child's lack of development the following steps will be taken:

- Staff/SENDSCO carry out observations to gather evidence to build a picture of the child's difficulties and needs;
- Termly Pupil Progress meetings are carried out to identify whether a child is making expected progress and/or if they are working below age related expectations;
- If a teacher has a concern about a child they will share this concern with parents and discuss next steps and support for the child both at home and at school.

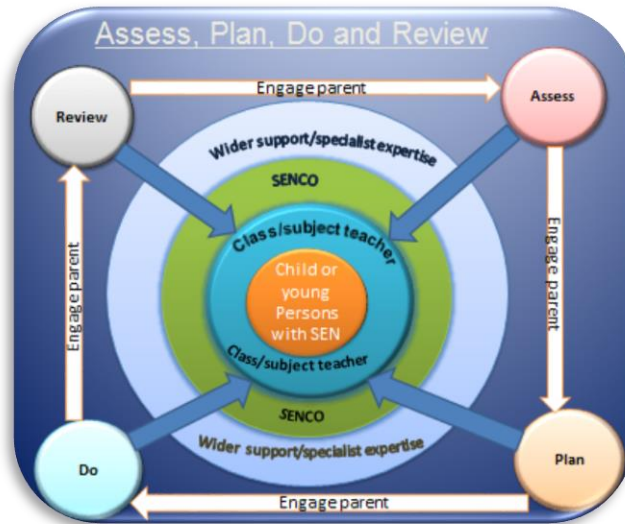
3. How will both you and I know how my child/young person is doing?

Class teachers look very carefully at the progress of the children in their class and they have regular Pupil Progress meetings with their Key Stage Leader. At Markeaton we have an assessment system called MAGS (Mapping and Attainment Grids). The teachers input the assessments for their children on this system throughout the academic year. Staff can then see how children progress from term to term and year to year. This data is looked at by class teachers, team leaders and the SENDSCO who all track the progress of all pupils.

If it is recognised that a pupil is not making enough progress then this is investigated. This thorough assessment process enables the teaching staff to evaluate the support that a child is already receiving and adapt provision and support to ensure all children have the opportunity to maximise their potential.

The class teachers will meet with parents to discuss progress at parents' evenings throughout the year. However, they will also meet with parents more regularly if their child is experiencing barriers to their learning. The regularity of these meetings will depend on the on-going needs of the child and may reduce or stop if the child no longer needs additional intervention or support.

If the child is working significantly below the level of their peers then the class teacher, SENDSCO and parents will meet more regularly to discuss provision and talk about next steps to improve the progress of their child. The provision for these children follows an Assess, Plan, Do and Review Cycle to ensure that provision and its impact is regularly reviewed (see link on website). This is illustrated as follows:



Vulnerable children who need a high level of provision and children with an Education Healthcare Plan (EHC Plan) have a detailed provision map outlining the provision and resourcing that they receive. This document will be shared and signed by parents and updated during review meetings.

4. How will the curriculum be matched to my child/young person's needs?

At Markeaton we believe in excellent Quality First Teaching which offers the effective inclusion of all pupils in high-quality everyday teaching. As a result of this, teachers tailor the curriculum to match the spectrum of need within their class and the different learning styles as described below:

Kinaesthetic Learners:

- Likes to use the hands-on approach to learn new material;
- Is generally good in Maths and Science;
- Would rather demonstrate how to do something rather than verbally explain it;
- Usually prefers group work.

Visual Learners:

- Uses visual objects such as graphs, charts, pictures;
- Can read body language well and has a good perception of aesthetics;
- Able to memorise and recall various sources of information;
- Tends to remember things that are written down;
- Learns better in lessons by watching.

Auditory Learners:

- Retains information through hearing and speaking;
- Often prefers to be told how to do things and then summarises the main points out loud to help with memorisation;
- Notices different aspects of speaking;
- Often has talents in music and may concentrate better with soft music playing in the background.

Teachers organise their teaching to match individuals using a mixture of 1:1, small group and whole class teaching to get the best from the children. Teachers also make a judgement on whether provision/support offered to a child is best given inside or outside the class environment. Largely support for pupils takes place within the classroom.

Teachers have access to resources which help to support the individuals in their class and the SENDCO is continually introducing new interventions/resources or organising training for teachers to develop their knowledge. With this continued professional development teachers can effectively break down barriers to learning.

5. How will school staff support my child/young person?

Support for children with Special Educational Needs depends on the complexity of their needs. The majority of children have their needs met through excellent targeted teaching known as Quality First Teaching (as described in the previous section). However, children who are working significantly below age related expectations **may** have a Teaching Assistant who works with them in a 1:1. This **may** be due to the fact that they have additional funding which is given to the school because they have an Education and Healthcare Plan. It could also be because the school have identified them as being vulnerable and requiring additional support in order for them to access the curriculum.

For vulnerable children the educational programme that they receive will be contributed to by a range of people e.g. Outside Agencies, SENDCO, Class Teacher and the parents. It will then be the responsibility of the class teacher, on the advice of all parties involved, to plan and deliver the curriculum to the child.

For children with less complex needs it will be the role of the teacher and the teaching assistant assigned to their class (should there be a TA) to support the needs of the child. If a child is not funded then the support they receive is more likely to be as part of a small group or whole class.

At Markeaton, the SEND governor meets with the SENDCO to discuss provision for SEND children and look at ways in which school can improve provision for children with additional needs. She produces a report which gives a summary of SEND provision and outlines next steps to improve this provision.

Learning Mentor

At Markeaton we are very lucky to have a Learning Mentor who works Monday – Thursday. Miss Ball is an integral part of the pastoral support that is provided at Markeaton and she is responsible for leading on a number of key interventions, for example:

- HubClub (a club held at lunchtimes for children who need time away from the playground and/or need to talk about any worries or anxieties they might have);
- Lego Therapy.

Miss Ball also meets regularly with parents/carers in order to strengthen the relationships between home and school. She also attends TAF Meetings (Team Around the Family) and her extensive knowledge of the children at Markeaton and their backgrounds helps us to provide a high level of support.

6. What support do we have for you as a parent with a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Also:

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have;
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report;
- Personal progress targets TSRs and individual behaviour plans will be reviewed with your involvement every term;
- Homework may be adjusted as needed to your child's individual requirements;
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

7. How is the decision made about what type and how much support my child/ young person will receive?

The type of Special Educational Needs a child has will be ascertained through expertise within school and the advice and guidance from outside agencies. On some occasions outside agencies/health professionals e.g. Community Paediatricians can give a diagnosis of a Special Educational Need after investigating the child's level of difficulty/need with teaching staff and the parents. The professionals involved in giving this diagnosis give recommendations to teaching staff so that they can make sure they have the correct provision in class.

A child is not always given a medical diagnosis of a Special Educational Need and the school will make a judgement on the support and provision they should receive based on the difficulties they present with.

The level of support a child receives is dependent on the level of need the child has e.g. a child whose needs prevent them from accessing the curriculum without 1:1 adult support, guidance and resources will require a higher level of support than a child who can access the curriculum on the whole but just displays difficulty in some areas.

Parents of children with special educational needs will be involved either with the class teacher, SENDCO or both when determining what provision and support their child should receive. Parents and school will work together to form a partnership between them to ensure continuity.

If a child has complex needs, requires a high level of support and receives an EHC Plan then their progress and the impact of provision provided will be regularly reviewed. As mentioned in Section 2, assessment data is analysed once each term to track progress. The staff will look at the progress of all children and determine if expected progress is being made.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

At Markeaton we are inclusive and we will endeavour to include children with SEND in all aspects of school life.

If a child with additional needs requests to take part in a trip or club we would try to organise the necessary support for that to happen. We would always make sure that a risk assessment has been done for all off site visits. Added control measures will be taken on this risk assessment to ensure the safety of children with SEND. For children with significant needs they may require an individual risk assessment.

We try to actively involve parents in trips and events which take place on and off school premises as they give vital support which enables these trips/events to take place.

8. What support will there be for my child/young person's overall wellbeing?

Social, Emotional and Mental Health Support

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- An in-school nurturing provision, run by two highly trained members of staff;
- A social lunchtime club for children to learn how to co-operate with one another in a small group;
- If your child still needs extra support, with your permission the SENDCo or another appropriate member of staff will access further support through the Early Help Assessment process. This can open up a more bespoke menu of support run through the Local Authority.

Medicines and Personal Care

At Markeaton we have recently updated our systems for administering medicines. Each parent of a child who requires medicine which needs to be given in school time has to fill in the relevant forms in the school office before medicine can be given. We can only administer medication that has been prescribed by a doctor. These forms include a permission form from the parents and a form outlining how the medicine should be administered.

Children who have an on-going medical need are now given an Individual Healthcare Plan which is completed by both the parents and the class teacher (this form can also be viewed in the SEN section of the website under medical). These should be completed for children with Asthma, allergies and any other medical need which requires medication to be administered or needs special provision/adaptations to the classroom/curriculum.

Behaviour and Exclusions

At Markeaton we are inclusive and believe in supporting the whole child. We very rarely have to exclude a child due to the extensive social and emotional provision we have in place to support children.

However if a child is at risk of exclusion both school and the parents work together to put a Support and/or Behaviour Plan in place to bring all agencies involved with the child together to create a timetable of support. The school offers a range of social emotional initiatives that can help to equip the child with the self-help skills they need to manage their behaviour and learn to deal with the emotional triggers that influences this behaviour. We also have links with Newton's Walk School who specialise in children with social, emotional and behavioural difficulties. The school offer outreach support to help us provide the right support and intervention to deal with complex behaviour and reducing the risk of exclusion.

9 and 10 What specialist services and expertise are available at or accessed by the school? What training has the staff supporting my child received?

At Markeaton we have training, experience and expertise in the following areas:

- Autism;
- ADHD;
- Specific Literacy Difficulties Dyslexia;
- Communication and Interaction;
- Attachment Disorder;
- Behaviour;
- Play based Therapy;
- Clicker 6 (alternative approaches to writing).

In section 14 are a list of outside agencies/professionals from whom we gain advice and guidance in order to meet the variety of additional needs within our school.

11. How accessible is the school environment?

- The school is on a split-level with easy access and double doors, ramps and a lift;
- The front desk has a wheel-chair height section;
- There is one disabled toilet;
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs;
- After-school provision is accessible to all children, including those with SEND;
- Extra-curricular activities are accessible for children with SEND.

If a child is due to start at Markeaton and has a disability which may restrict their accessibility to the school environment it is important that parents contact us before they are due to start so that we can review the schools accessibility in light of their needs. It is important that we carry out risk assessments with the site manager to ensure the individual's needs are met. The school would also need to liaise with Derby's Advisory Service to ensure that appropriate modifications are made.

The Headteacher/Site Manager and SENDCO also create emergency evacuation plans for more vulnerable pupils with a designated route for them to exit the building.

12. How are parents and young people themselves involved in the school?

At Markeaton we strive to create an inclusive environment and try to involve parents as much as possible. We work hard to share information and keep parents and children up to speed with what is happening in all aspects of school life. We do this in the following ways:

- Holding parents evenings/open evenings during the year;
- Information evenings e.g. assessment, Maths, supporting your child at home;
- A Detailed School Website;
- PTFA Parent Coffee Mornings;
- Weekly Newsletters.

13. How do you involve other agencies in meeting the needs of children young people with SEND and in supporting families?

At Markeaton we use our knowledge and resources which we have within school to support children with additional needs. However, on occasions, we do have to approach outside agencies to gain additional advice if provision we have provided for a child is not having an impact. The agencies which we approach for advice are listed below in Section 14.

14. Who can I contact for more information?

If you require any further information about SEND at Markeaton your first point of contact is Mrs Balfour who is the school's SENDCO. She can be contacted by the main office number 01332 347374 Monday – Wednesday (after 3:30pm) and Thursday – Friday (all day). Additional to this you can also request to speak to your child's class teacher if it is a query about the provision for your child in the classroom.

If your child has SEND and you are considering them joining the school then please contact the SENDCO prior to them arriving to discuss the needs of your child and how Markeaton can prepare to support them.

Outside Agencies

At Markeaton we have access to a wide range of Outside agencies who we can call on for advice, support and sign posting. The main agencies include:

- Education Psychologist (Nick Owens 01332 641403);
- Autism Spectrum Disorder Team (Julie Fearn 01332 641384);
- Counselling (01332 349301);
- Newton's Walk (Heather Gill 01332 717997);
- Speech and Language Therapy (01332 888060);
- CAHMS - Child Adolescent Mental Health Service (01332 623700);
- Visual Impairment Team (Angela Mawby 01332 641359);
- School Nurse (01332 888225).

These agencies can also give advice and support directly to parents of children with SEND.

15. How will school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life.

Children new to Markeaton

At Markeaton we liaise closely with schools from which we receive children with SEND. The SENDCO at Markeaton will discuss with both the parents and the SENDCO from the child's last school to gather information and build a picture of their needs so that provision can be provided to ensure a smooth transition. Records and any useful documentation will also be provided by the child's last school so that the SENDCO at Markeaton is aware of outside agency involvement with the child and any medical/health history. This information will also include attainment data so that the receiving class teacher knows the capabilities of the child with SEND.

Transition to Secondary School

During the Summer Term the SENDCO at Markeaton contacts the SENDCO's at the receiving secondary schools and arranges transition meetings. These meetings are an opportunity for the receiving school to discuss the needs, current provision and get any relevant paperwork they will need to keep on file. The SENDCO at Markeaton may also arrange additional transition so that the SEND pupils can spend some time at their new school getting accustomed to their new surroundings and systems before the summer break. These additional visits are imperative in reducing anxiety over the summer break and ensuring a smooth transition in September. During these visits the children are accompanied by a TA from Markeaton who they know.

In Year 6 the children also explore "Moving On" and discuss their transition to secondary school. They are given the opportunity to ask questions about this move and share any anxieties and worries they may have. Some children who are extremely anxious about the move to secondary school may need mentoring through the Summer Holidays. This is something that the SENDCO can provide for key children through outside agency support.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>