

Leicestershire's Local Offer for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Updated September 2024

School/College Name:	Desford Community Primary School
Address:	Kirkby Road Leicester LE9 9JH
Telephone Number:	01455 822379
Name of Head teacher/Principal:	Colin Wilson
Head teacher/Principal's contact details:	01455 822379
Website address:	http:// www.desford.leics.sch.uk/
Facebook account details:	https://www.facebook.com/pages/Desford-Primary-School/259749990793063
Twitter Feed details:	@desfordcommunityprimaryschool
School/College Specialism:	N/A
Age Range of students (start and finish) to include Post 14 onwards where relevant):	5-11
Date of Last Inspection:	July 2017
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes ☐ No ☒

Total number of students with special educational needs at college/setting:

47

- **The kinds of special educational needs for which provision is made.**

Desford Community Primary School is a mainstream primary school of children 5-11 years that recognises:

"A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age."

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

We feel that every member of our school community is valued, respected and made to feel welcome within our mainstream setting. It is our mission to ensure:

- That all children have an equal right to a rich and varied curriculum
- They receive the best provision to ensure they reach their full potential
- Our school is inclusive, and we endeavor to make sure that all reasonable adjustments are made
- Is 'additional to and different from' that provided within the differentiated curriculum to respond to the four areas of need

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have SEND Intervention Funding or Education Health and Care Plans (EHCP) require high needs support.

Information about policies for the identification and assessment of pupils with special educational needs.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability

if they:

a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught'.

The government defines a child as having Special Educational Needs and Disabilities (SEND) if they have a need which is causing a significant impact on their learning or calls for specialist educational provision, greater than the majority of other pupils, at the same age. Their additional need continues despite the support that can be provided for all children.

These needs may include:

General Learning Difficulties – those children who are making Small Steps Progress over time.

Specific Learning Difficulties – this could be Dyslexia (difficulties with reading, writing and spelling), or Dyspraxia (problems with co-ordination, movement and organization)

Speech and Language Difficulties, Sensory or Physical Impairment

Emotional, Social and Mental Health – including ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)

Autistic Spectrum Disorder (differences and disabilities in many areas including social communication, rigid thought and unusual sensitivity to sensory input)

A new Children and Families Bill affects the way the children with SEND are supported in schools. This new approach began in September of this year. You can find out more by looking at Chapter 6 of the New Code of Practice, in this link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

and Leicestershire's Local Authority Guidance:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

At Desford Community Primary School, the children are identified with Special Educational Needs in a number of different ways:

- They could originate from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/ carers, about the level of progress being made by their child.
- Through Pediatric assessments with the Pediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil isn't making the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioral difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

- **Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

a) How Desford Community Primary School evaluates the effectiveness of its provision for such pupils.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Formal and informal assessments are collected and looked at as a whole picture across the school by the **SEND Team (SENDCo's- Sam Fuller and Kate Jones)**.

Teachers, Learning Support Assistants and children may be observed working by their teacher, the SENDCo or an outside agency. This may help the teachers and parents to consider next steps, alternative approaches or whether the provision is still appropriate.

SEN provision and interventions are recorded on Learning Plans and Provision Maps, which are updated termly, or as required. These are updated by the class teacher with the support of the SEND Team. These reflect information passed on by the SENDCo and class teacher assessments throughout the academic year. These interventions are monitored and evaluated termly by the SEND Team and Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective and to identify Intervention requirements within year groups and across the school.

The SEND Team will look at the number of children on the SEN Record as a whole and record any trends, including comparisons to National Expectations. They will also look at any training that is necessary, as well as any need to contact an outside agency for individual children.

In addition, the SEND Team attend regular meetings with other school SENDCos within the LiFE MAT on a regular basis throughout the academic year to update and revise developments in Special Needs Education and Inclusion.

The SEND Team monitor and evaluate the Whole School SEND Policy and Practise through the use of "Evaluate my School". In addition, the SEND Team attend Whole Education SEND Conferences to develop local and National subject knowledge and SEND provision across the school.

The SEND team monitor the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Kathryn Stevenson is the nominated governor for Special Educational Needs and Inclusion, and will help in the monitoring and evaluation of the SEN provision. In the first instance, please direct these questions to the school's SEND Team. If you have any further SEND questions, the SEND Governor or the Head Teacher can also be contacted.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs.

Monitoring- Following on from conversations between the SEND Team and school staff regarding a child's progress, it may be agreed that their progress will be monitored with Wave 2, short term interventions and targets. This will then be reviewed to determine the next steps for them.

SEND Register-Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the Individual on the School SEN/Inclusion Record. The aim of normally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

Assess; Plan; Do; Review: This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEN support the class teacher, working with the SENDCo should raise an **Initial Concern** with the SEND Team.

Plan- At the **planning** stage, they will carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The Learning Plans will be used by Class teachers to set clear targets and to gather the opinion and feelings of the pupil, staff and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Do- This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Where appropriate, the **Engagement Model** and **EYFS Development Matters** are used as a form of assessment for KS1 and KS2 pupils who are working below the level of the national curriculum and not involved in subject-specific study.

This assessment approach aims to enable the range of progress made by these pupils to be identified including linear and lateral progress and the consolidation and maintenance of knowledge, skills and concepts. This will support teachers to best tailor their teaching and provision to meet pupils' specific needs and help them achieve the best possible outcomes.

Review – Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and will be assessed in reading, writing, numeracy and science. Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

At the end of year 6, all children are assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Reviews of ongoing pupil progress in general will be made during termly 'Parents Evenings' between parents and the class teacher, data checks using **Insight** and **Little Wandle** and **NFER** (looking at achievement against learning targets in Reading, Writing and Maths set in class by the teacher).

Standardised tests may also be used to back this up. If the child's progress or ability needs to be measured in the areas of speech or emotional or social skills then observations, questionnaires and responses to discussion may be used as an indicator.

Children at the SEND Support stage will have 'small step' learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in your child's Learning Plans. The Learning Plans for each term are shared with you. Progress will be reviewed more frequently if needed. The class teacher, in conjunction with the SEND Team will revise the Learning Plans in light of pupil progress and development; new intervention programmes or levels of support will be implemented as necessary, and targets updated as appropriate. The review process will also help the school to evaluate the impact and quality of the support and interventions.

Some children may be receiving **SEND Intervention Funding (SENIF)** which provide short term, additional adult support in the classroom for a child. This is higher level of evidence-based support that a pupil may be able to receive on a short-term basis. This is aimed at providing targeted, focused support to ensure that a pupil makes accelerated progress with their own learning.

In addition to the above, the progress of children with an **Education, Health and Care Plans (EHCP)** is formally reviewed at an Annual Review with all adults involved with the child's education. Pupils accompany their parents, where this has been arranged and can participate in discussions. Detailed 'Review' reports are written and circulated to Leicestershire SEN, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

(c) Our approach to teaching pupils with special educational needs

'Every Teacher is a Teacher of SEN'. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SEND team and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

A graduated approach is adopted at Desford Community Primary School:

1) **Quality First Teaching:** 'The baseline of learning for all pupils' (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice when needed.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

2) **Monitoring-** Where there are initial concerns raised by a class teacher, SENDCo or a parent regarding a child's progress, there may be a benefit to providing short term, focused targets with focused Wave 2 interventions. The impact of this can then be monitored and reviewed, and next steps carefully considered.

3) **SEN Support** - Any pupil who is falling **significantly outside** of the range of expected academic achievement in line with predicted performance indicators will be monitored. Any pupil identified as having a special educational need and/or disability will be added to the school's SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- He/ She will engage in group or 1:1 sessions with specific targets to help him/her to make more progress.
- Additional assessments undertaken by the SEND Team to establish SEND needs and possible strategies and provisions.
- A Teacher, or most often a Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- You will be asked to a meeting to discuss your child's progress and help plan possible ways forward.

We recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-coordinator (SENDCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

SEN Support with Outside Agency Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input **instead of, or in addition** to quality first teaching and intervention groups.
- You will have the opportunity to discuss your child's progress with your child's class teacher or the SENDCo and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual

support or changing some aspects of teaching to support them better; Support of set better targets which will include their specific expertise; A group run by school staff under the guidance of the outside professional e.g. a social skills group.

Click on the link below for further information on SEN Support:

<https://www.gov.uk/children-with-special-educational-needs/special-educational-needs-support>

4) **SEND Intervention Funding** may be applied for by the school SEND Team. This is **short-term funding** aimed at ensuring that children with a greater level of SEND needs are able to meet their potential. The aim is to ensure that the Outside agency advice can be implemented effectively to meet a pupil's individual and personalised SEND needs, with a view to closing the attainment gap between them and their peers.

5) **Education, Health and Care Plan (EHCP)**. This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs, known as an **Education, Health and Care assessment**. This is a legal process which sets out his amount of support that will be provided for your child. This is a very detailed assessment based on views and assessments of parents/carers, the school and a range of professionals.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make good progress. If this is the case they will write an **Education, Health and Care Plan**. If they do not think your child needs this, they will ask the school to continue with '**SEN Support**'.
- The **EHC Plan** will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

- An Independent Support Service can provide support to parents and carers of young people 0-25 going through the Education Health Care assessment and planning process, or transferring from a Statement of Special Educational Needs or Learning Disability to an EHCP, as well as to young people themselves. This service can be accessed by clicking on the web link below:

<http://www.sendiassleicester.org.uk/about-independent-support-leicester-leicestershire-and-rutland>

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

At Desford Community Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. When it is decided to provide a pupil with SEND support, planning will involve consultation between the teacher, SEND team and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behavior that is expected and the opportunity for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The children themselves are also involved, wherever possible, in planning and in any decision making that affects them.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

The nature of intervention, and the strategies employed may include the following:

Quality literacy teaching and support from the class teacher and LSAs.

- Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from LSAs and the Class Teacher.
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops.
- Individual support for pupils with existing Statements of Special Educational

Needs and the new Health, Education and Care Plans.

- Targeted support for individuals, pairs and small groups with SEND, from the Learning Support Teacher.
- Weekly phonics support, focusing on spelling and sentence construction with small groups of SEND pupils.
- Learning Mentor support
- Voluntary reading support with a variety of children, including SEND pupils.
- Termly assessments of all pupils, to monitor progress being made and identify areas of need.
- Specific 'Wave 3' interventions such as Accelerated Reader/Little Wandle/Handwriting /Precision Teach/ Nessy
- Speech/ Language Link.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, ergonomic pens/pencil grips, tinted workbooks and overlays, table top writing frames/vocabulary banks, finger spacers, phonics sound mats, aide-memoires and high frequency word lists.
- Targeted literacy support strategies devised by the educational psychologist and implemented by the TAs/LSAs and coordinated by the SENDCo.
- Handwriting implemented regularly throughout the school as and where required.
- Use of Dyslexia Diagnostic materials to assess for literacy related difficulties, and subsequent implementation of support programme as required.
- Developing emotional self-regulation through the use of tailored resources e.g. Zones of Regulation, Boxall Profile, Sensory Profile, Trauma Informed Practice.
- Targeted SEMH support through targeted ELSA Provision.
- The development of Behaviour plans for children, with focused targets and rewards in place.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by Learning Support Assistants, away from the mainstream class. Teachers work closely with all staff and relevant specialist staff to plan, deliver and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Possible classroom based strategies may include:

1) Adapting the learning objective – so the objective for your child may be slightly easier, it may have more steps to success, or leave out some of the social complexity (when...then, this, routine, for example works for many)

2) A change in teaching styles or strategies - the teacher may use more visual cues or have "talk partners" or a child acting as scribe, for your child to be able to access and understand the lesson.

3) Specific Resources – These may include more physical examples of scaffolding such as a writing frame, additional word lists, individual copies of the information, or a laptop to support writing.

4) Additional teacher/ adult time – within class, additional time may be necessary with an adult to check understanding of instructions, for example, or to assist with some physical needs.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and are made wherever possible for whole classes and also individual pupils. A suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

After school extra-curricular clubs are available to all pupils. Vulnerable pupils are given equal access and reasonable adjustments will be made to support participation wherever possible. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular Discovery Days and visits from coaches, authors etc., to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Desford Community Primary School.

We have a caring, understanding team who look after all of our children.

- Social Skills programs, including 'Feeling good' sessions which enhance self-esteem and 'Keeping Calm' which works with children who struggle with anger management are provided in school also in school there are:
- Nurture groups
- ELSA Provision
- Social skills and friendship groups e.g. Circle of Friends
- Lego Therapy
- Sessions with our Emotional Literacy Support Assistants.
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons using the SEAL (Social and Emotional Aspects of Learning) framework support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after-school and lunchtime school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips
- Learning mentor/Pastoral care support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class
- Tailored intervention programmes delivered by the school's allocated educational psychologist of children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Development of gardening skills/ Forest skills/ looking after school chickens
- Play leaders and Playground Pals led by children to support other

children during playtimes and lunchtimes.

- Collaboration and communication with all external professionals involved with children, as appropriate, eg. Hospital consultants, GPs and CAMHS practitioners.
- All staff trained in Child protection and Safe Guarding at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by Reception and KS1 staff.
- The opportunity for parents to raise any concerns or seek advice from the SEND Team, Sam Fuller and Kate Jones who can be contacted via the school office.

Access to Medical Interventions:

If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between SENDCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and Epi-pen use.
- Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication will be stored in the school office in a file, which is securely kept for data protection purposes.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Designated First Aid trained teachers and Teaching Assistants across the school.

- **The name of and contact details of SEN coordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

Sam Fuller
Kate Jones
Desford Community Primary School
Kirkby Road
Leicester
LE9 9JH
01455 822379

Appointments can be made by phoning the school office on 01455 822379 or emailing:

sfuller@desford.leics.sch.uk

kjones@desford.leics.sch.uk

Our SEND Governor is Kathryn Stevenson

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCo, Sam Fuller, has gained the National SENCo Award in 2011. She is an SLE SENDCo through the Forest Way Alliance, and she has supported several schools, including Desford Community Primary School, in the following ways:

- To develop a whole-school structure to improve SEND Provision
- To support new trainee SENDCo's to develop their own understanding of the role.
- To support trainee SENDCo's as they undertake their National SENDCo Award.
- Supporting Peer reviews, both internal and external through the Local Authority
- Supporting schools during their Ofsted visits (remote and in-person) to share SEND provision.
- Offering SEND training for Trainee Teachers
- Developing a better understanding of how to support pupils with medical needs in school.

The SENDCo, Kate Jones gained her National SENDCo Award in October 2023 through the University of Hertfordshire.

Kate and Sam have worked together as the SEND Team since January 2021.

Sam Fuller has attended the Level 3 Autism training, and the SEND Team are developing the Autism Education Trust (AET) assessment framework. The SEND Team continues to promote "dyslexic friendly" and "neurodiverse friendly" classrooms. Kate Jones has attended training with Trauma Informed Schools and is developing Trauma informed practice across the school.

School staff have access to the National College, where they can access SEND training. We have staff trained in positive handling and follow the guidance recommended by the DfE in the Use of Reasonable force document.

All our TAs and LSA's have received training in a wide range of interventions to support children of all needs. This is something that is under review to ensure that all staff gain the continued training to support the children they work with.

We keep all school staff up to date with relevant training (EEF training for example) and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCo attends relevant SEN courses, Family of Schools SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. One aspect of the SENDCo's job is to support the class teacher in planning for children with SEND.

Another aspect of the SENDCo's role is to work closely alongside the Pupil

Premium Lead, to ensure that provision is not only effective but also cost-effective.

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 Outreach Service or the Hearing Support Service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy, diabetes and epi-pen training. The SENDCo, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school builds strong working relationships and links with external support services to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school. We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with the following:

- LiFE MAT Educational Psychologist.
- Behaviour Support Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g. Autism Outreach, Oakfield Short Stay School, Forest Way
- Occupational Therapy
- ADHD Solutions
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service

- Education Service for Blind & Partially Sighted Pupils

- **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Part of the main school budget is identified for children with SEND. This is supplemented for children with complex needs by the Local Authority. This money is used to provide additional support in teaching and learning.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with SEND Intervention Funding and Education Health and Care plans.

The Head teacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENDCo meet termly to agree on how to use funds directly related to EHCP's.

- **The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Desford Community Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo is also available to meet with to discuss a child's progress or any concerns/worries there may be.

All information from outside professionals will be communicated directly, or where this is not possible, in a report. Learning Plans will be reviewed with parental involvement each term. A home/school contact book may be used to support communication, when this has been agreed to be useful for parents and the child. The SENDCo may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governor, Kathryn Stevenson may be contacted via the school office at any time in relation to SEN matters.

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to 'Inclusion' with details of our policy for special educational needs, the school's Accessibility Plan and Disability Equality Policy.

- **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Pupil Voice - Your child will be able to contribute at SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through One Page Profiles, Learning Plans and at Annual Review meetings, pupil interviews, informal discussions, through A Feelings book, Social Stories, ELSA support, Worry Box etc.

- **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most concerns or complaints are resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of the Governing Body – Kathryn Stevenson. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's **Complaint Policy** is available on request/on the website.

- **How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENDCo discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone.

At Desford Community Primary School, some of these services currently include: Education Psychology Service, Speech and Language Therapy, Outreach – Forest Way School, Maplewell Hall, Dorothy Goodman and Oakfield School for advice and interventions for students who are not making adequate progress or who are presenting various levels of challenge, Speech and Language and the Specialist Teaching Services Visual and Hearing Support Service.

- **The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Specialist Teaching Services - Room 60, County Hall, Glenfield, Leics LE3 8RA Tel: 0116 305940

Autism Outreach Service Tel: 0116 305940

Hearing Support Service Tel: 0116 305940

Learning Support Service Tel: 0116 305940

Vision Support Service Tel: 0116 305940

Psychology Service - Room 60, County Hall, Glenfield, Leics, LE3 8RF Tel: 0116 305 510

The Parent Partnership Service - Abington House, 85 Station Road, Wigston, Leics LE18 2DP Tel: 0116 305614

Website details of LA local offer: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

This web link has lots of useful links and information to all the services mentioned below.

There is also a useful independent body of support called the SEND Information and Advice Support Service (that has taken the place of Parent Partnership) who can aid you with the understanding of the New Graduated Response that the schools are using:

Information on this service can be found on:
http://www.leics.gov.uk/index/education/going_to_school/parents.htm

- **The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure she knows about any special arrangements or support that need to be made for the child. We will make sure that all records are passed on as soon as possible.
- When moving class in school: Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Individual Support Plans will be shared with the child's new teacher.
- Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If a child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6: The child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in this school. Many hold open evenings for parents to attend in order to support the decision making process about which school is the right choice.
- If a child has already been identified as having special educational needs, then the SENDCo at our school meets with the secondary school SENDCo during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as Learning Plans and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as the child joins them in Year 7.
- **Reception Class:** Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits in the summer term before the children enter our school in

Reception class. She speaks with the child and their key workers to gain as much information about them as possible. If the child has already been identified as having special educational needs then the SENDCo will have been invited to attend a meeting at the pre-school setting. The child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

- Flexible entry to Early Years Foundation Stage class in Reception - full time and full days can be difficult and tiring for children initially, so the school adopts the policy of a staggered entry.

- **Information on our contribution to the publication of the local authority's local offer.**

Leicestershire County Council's Local Offer

This can be found by visiting LCC's website and clicking on the Local Offer link

Visit: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

We have submitted our contribution this year and it should also be found as a link on their site.

Who can I contact?

If you have any concerns or queries, please contact:

Colin Wilson – Head teacher

office@desford.leics.sch.uk

Kate Jones- SENDCo

kjones@desford.leics.sch.uk

Sam Fuller– SENDCo

sfuller@desford.leics.sch.uk

Kathryn Stevenson– SEN Governor

Office contact number: 01455 822379

