



# Inkersall Primary Academy

## Special Educational Needs and Disability Information Report

# 2021-2022

The Local Governing Body of Inkersall Primary Academy adopted this policy statement in

May 2021 It will be reviewed no later than Autumn 2022

Welcome to Inkersall Primary Academy's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

<p><b>Our school and SEND provision</b></p>	<p>Our school values ensure that all members of the school community are committed to working in partnership and this includes: parents, pupils, school staff, governors, outside agencies and the wider community.</p> <p>Inkersall Primary School currently has 368 children on roll. We cater for children from Nursery to Year 6.</p> <p>We are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.</p>
<p><b>The Special Educational Needs Co-ordinator</b></p>	<p><b>Key People</b>  Principal – Mrs Allison  SENDCo – Miss Harbottle  Associate SENDCos – Chloe Carter, Claire Riley and Katie Matthews  Miss Harbottle can be contacted directly on <b>01246 472370</b> or <a href="mailto:amanda.harbottle@inkersall.derbyshire.sch.uk">amanda.harbottle@inkersall.derbyshire.sch.uk</a></p>
<p><b>Identification and assessment of pupils with Special Educational Needs and Disabilities</b></p>	<p>10% of the pupils on roll are on the SEND register.  Pupils on roll are supported at the SEN support level.  29% of pupils Communication and Interaction  34% of pupils Cognition and Interaction  31% of pupils Social, Mental, and Emotional Health  0% of pupils Sensory and /or Physical  3 pupils receive GRIP funding and 4 have a statement or an Education and Health Care Plan (EHC).</p> <p>Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.</p> <ul style="list-style-type: none"> <li>• The school tracks data which identifies pupils who are not making expected progress. Progress of children with SEND is carefully monitored by scrutiny of data and intervention monitoring.</li> <li>• Children working below age related expectations.</li> <li>• Concerns voiced by parents / members of staff or external professional.</li> <li>• Pupils may come to us with outside agencies already involved.</li> </ul> <p>Inkersall Primary School has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support Service for Special Educational</p>

	<p>Needs and Support Service for children with physical, visual and sensory impairments. The SENDCo makes referrals to these outside agencies as needed.</p> <p>Currently, pupils with SEND are making expected or more than expected progress on their Edukey provision plans.</p>
<p><b>Provision for pupils with Special Educational Needs and Disabilities</b></p> <p><b>a) The effectiveness of provision for pupils with SEND</b></p>	<p>Inkersall Primary School has a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of-</p> <ol style="list-style-type: none"> <li>1. Pupil achievement</li> <li>2. Behaviour and safety</li> <li>3. Leadership and management</li> <li>4. Quality of teaching</li> </ol> <p>Governors are involved in this process and receive regular reports. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out. These assessments are used to ascertain whether the progress made on these interventions is below expected, expected or better than expected.</p>
<p><b>b) Arrangements for assessing and reviewing the progress of pupils with SEND</b></p>	<p>Assessments are carried out each term to analyse the attainment of each pupil. Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND.</p> <p>Parents are involved in the review process at least twice a year at parents evenings and or review meetings.</p> <p>At the end of each academic year a written report is sent to parents detailing progress.</p> <p>The SENDCo and class teacher are available for appointments to discuss progress at any other time during the year.</p>
<p><b>c) Approach to teaching pupils with Special Educational Needs and Disabilities</b></p>	<p>All pupils on the SEND register have a provision map which details the provision made for them to achieve the next steps in their learning. All pupils with SEND receive high quality first teaching (carefully differentiated work within the classroom). Carefully matched interventions enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity. School staff are supported by outside agencies regarding strategies best matched to teach specific pupils.</p>
<p><b>d) Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities</b></p>	<p>Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.</p> <p>We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach.</p> <p>The in-class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will</p>

	<p>ensure that this does not affect the pupil's access to the full range of curriculum activities.</p> <p>The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.</p>
<p><b>e) Additional support for learning</b></p>	<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:</p> <p>'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</p> <ol style="list-style-type: none"> <li>a) Has a significantly greater difficulty in learning than the majority of others the same age, or</li> <li>b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided</li> </ol> <p>The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with an EHCP and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources. Different children will require different levels of support in order to help them make progress and achieve their potential.</p> <p>The Principal, will decided on the deployment of resources for children with SEND in consultation with the SENDCo, on the basis of needs in the school. The Principal and the SENDCo discuss all the information they have about SEND in the school including;</p> <ul style="list-style-type: none"> <li>• The children getting extra support already</li> <li>• The children needing extra support</li> <li>• The children who have been identified as not making as much progress</li> </ul> <p>and Provision Maps which for SEND identifies all resources / training and support are reviewed regularly and changes made as necessary</p> <p>The school will request assessment for an Education, Health and Care Plan from the LA when there are concerns regarding any two of the categories from education, health and social care.</p> <p>The school will request assessment when despite an individualised programme of sustained intervention within SEND support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.</p> <p>An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision</p>

	beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.
<b>f) Activities available to pupils with Special Educational Needs and Disabilities</b>	<p>All extra-curricular activities, provided by the school, are available to all children and will be suitably differentiated and supported to ensure access for all.</p> <p>A nurture lunch club for pupils with a variety of difficulties is available every day within school. This club supports pupils to participate in a sociable lunchtime and free time activities while ensuring the necessary support is on hand.</p> <p>All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. No pupil is removed from activities at Inkersall Primary unless due to the request of parents or carers.</p>
<b>g) Support available for improving the emotional and social development of pupils with SEND</b>	<p>We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount.</p> <p>At Inkersall Primary Academy, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.</p> <p>These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher will liaise with Miss Harbottle (SENDCo) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service. For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance.</p> <p>The 'Woodland' nurture group is an intervention strategy for a range of children up to '10' pupils, supported by 2 adults, which addresses barriers to learning arising from social, emotional or behavioural difficulties. The Woodland meets 1 afternoon each week for 12 weeks during the school year.</p> <p>The 'Art Therapy' is a group of approximately 6 children with a higher level of need. The adult to child ratio in this group is 1:2. The Art Therapy meets 1 morning each week to work on social and life skills. Our Inclusion Team support children on a 1:1/group basis throughout the school in response to children's social and emotional needs. Personal care is conducted discreetly, with dignity and fostering independence where possible (please see intimate and personal care policy).</p>

<p><b>Measuring progress of your child in school</b></p>	<p>Your child's progress is continually measured by their class teacher</p> <ul style="list-style-type: none"> <li>• Progress in Reading and Numeracy is formally assessed each term through the NFER for reading and Power Maths for numeracy, while writing is teacher assessed.</li> <li>• Progress is monitored regularly by the Principal, SENCO and Senior Leadership Team</li> <li>• At the end of KS1 (Year 2) and KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally</li> <li>• Where necessary, children will have a Learning Plan based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary</li> <li>• The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision</li> <li>• The teacher and SENDCo will also check that your child is making good progress within individual work and targeted group work</li> <li>• Book looks</li> <li>• Observations/visits to classrooms</li> <li>• Data analysis</li> </ul>
<p><b>The expertise and training of staff in relation to pupils with SEND</b></p>	<p>Miss Harbottle is our SENDCo and has completed the NASENCO award. She supports class teachers in planning for pupils with SEND. The newly appointed Associate SENDCOs will be commencing training Sept21</p> <p>All of the teachers at Inkersall Primary School are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs. Staff who are new to the school follow an induction programme, which includes training and information on SEND.</p> <p>The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities. Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e.: Autism Outreach</p> <p>Some of our Teaching staff also have a range of expertise in a variety of specialised areas including Makaton.</p> <p>The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.</p>
<p><b>Accessibility for pupils with SEND</b></p>	<p>Inkersall Primary School is a single storey building which is completely accessible to all. The school is fully compliant with DDA requirements. There are 2 disabled toilet/changing area. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Extra-curricular activities are accessible for children with SEND. We work closely with specialist teacher advisors (where</p>

	<p>appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity, such as swimming, a school visit or residential trip. For further detail please refer to the Accessibility Plan.</p>
<p><b>Consulting and involving parents</b></p>	<p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> <li>• Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision</li> <li>• Working effectively with all other agencies supporting children and their parents</li> <li>• Giving parents and carers opportunities to play an active and valued role in their child’s education</li> <li>• Making parents and carers feel welcome</li> <li>• Ensuring all parents and carers have appropriate communication aids and access arrangements</li> <li>• Providing direct contact with the SENDCo via phone or email</li> <li>• Providing all information in an accessible way</li> <li>• Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing</li> <li>• Instilling confidence that the school will listen and act appropriately</li> <li>• Focusing on the child’s strengths as well as areas of additional need</li> <li>• Allowing parents and carers opportunities to discuss ways in which they and the school can help their child</li> <li>• Agreeing targets for the child</li> <li>• Making parents and carers aware of the Derbyshire Information Advice and Support Services (DIASS) and any other support services they could access.</li> </ul>
<p><b>Consulting with pupils about their Special Educational Needs and Disabilities</b></p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:</p> <ul style="list-style-type: none"> <li>• State their views about their education and learning</li> <li>• Identify their own needs and learn about learning</li> <li>• Share in individual target setting across the curriculum</li> <li>• Self-review their progress and set new targets</li> </ul> <p>In addition pupils who are identified as having SEND are invited to participate in:</p> <ul style="list-style-type: none"> <li>• Setting targets</li> <li>• Regular meetings with named adults</li> <li>• Working with adults in small groups and one-to-one sessions</li> <li>• Reviews</li> </ul>

<b>Concerns about the provision for pupils with SEND</b>	<p>In the first instance we encourage parents to contact their child’s class teacher.</p> <p>If concerns remain we ask parents to contact the SENDCo.</p> <p>In the unlikely event that a concern is not resolved parents are asked to contact the Principal.</p>
<b>Outside agencies involved with pupils with SEND</b>	<p>At Inkersall Primary we receive support from</p> <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Behaviour Support Services</li> <li>• Support Service for visual, physical and hearing impairments</li> <li>• Support Service for Special Educational Needs</li> <li>• Autism Outreach</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Community Paediatrics</li> <li>• Clinical Paediatrics</li> <li>• Child and Adolescent Mental Health Services</li> <li>• Integrated Pathways</li> </ul>
<b>Arrangements for supporting pupils with SEND in transferring between phases of education</b>	<p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on.</p> <p>When moving classes in school, information will be passed to the new class teacher in advance and a meeting will take place between the current and new class teachers.</p> <p>Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher.</p> <p>We have links with Springwell Community College School. The Year 6 and 7 staff meet to discuss all children who will be transferring. The SENDCo also meets with the SENDCo at Springwell to discuss those children who are transferring and who have special educational needs. All school records and CPOMS are sent to ensure that new staff are as informed as possible about a child’s special educational needs and disabilities.</p>
<b>Support for parents of pupils with Special Educational Needs and Disabilities</b>	<p>Your child’s class teacher and the SENDCo are always available to discuss your child’s needs and progress.</p> <p>All outside agencies will contact parents to keep them informed of their involvement.</p> <p>Derbyshire Information Advice and Support Service for SEND can be contacted on</p> <p>Telephone - 01629 53368</p> <p>Email – <a href="mailto:ias.service@derbyshire.gov.uk">ias.service@derbyshire.gov.uk</a></p> <p>Website - <a href="https://www.derbyshireiass.co.uk/">https://www.derbyshireiass.co.uk/</a></p>
<b>Derbyshire’s Local Offer</b>	<p>This can be found at <a href="https://localoffer.derbyshire.gov.uk/#!/directory">https://localoffer.derbyshire.gov.uk/#!/directory</a></p>

The **Code of Practice 2014** identifies 4 key areas of SEN:  
When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Inkersall Primary School

How will we support your child's emotional and social development?

What is the local offer?

- The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENDCo who will be able to advise on formal procedures for complaint.