

Respect

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Achieve

...where children are nurtured and encouraged to become aspirational, successful and confident

Linton Primary School**SEND Information Report**

Date approved	March 2025
Approved by	P&S Committee
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Website publication required?	Yes

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The Local Authority refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Derbyshire Local Offer can be accessed here:

<http://localoffer.derbyshire.gov.uk/>

What kinds of special educational needs might the children at Linton Primary School have?

The broad areas of SEND need are:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with speech, language and communication needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an **Autism Spectrum Condition (ASC)** are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate intervention. Learning difficulties cover a wide range of needs, Specific learning difficulties

(SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as all-round global delay, dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Some children require adjustments within the school environment in order to meet their sensory needs.

How are children with SEND identified and assessed?

On entry to school in any year the teacher will assess current attainment and any areas of need. Progress will be measured half termly. Children will be assessed in a range of ways such as teacher observation and assessment, standardised tests, end of key stage tests and measured outcomes of interventions through provision mapping.

Where a teacher has a concern, he or she will speak to parents/carers, put in appropriate intervention and continue to measure progress. Where possible, the

views of the child will be sought. If necessary, the SENDCO will offer support, including seeking advice and information from outside agencies, making any necessary referrals for more detailed assessment.

Who can I contact to talk about SEND and the school's policy?

You can talk to your child's Class teacher. He/she is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted or additional support) and letting the SENDCo know as necessary
- Writing Pupil Progress targets/Personal Learning Plans (PLPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school provision maps where necessary
- Overseeing support that TAs provide for your child
- Ensuring that you (the parent/carer) are involved in supporting your child's learning

You can also talk to our SENDCo Mrs C. Pett

The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

You are also welcome to talk to our Headteacher, Mrs C.L.Hollis

Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Making sure that the Governing Body is kept up to date about issues relating to SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

Mrs J. Walden, Partnership Governor is also the SEND Governor.

As the SEND Governor, she takes a special interest in SEND and meets with the SENDCo. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, and that appropriate support is provided for all SEND pupils.

Parents/carers are welcome to approach their child's class teacher, the SENDCo or the Headteacher to discuss any concerns about their child. Alternatively, you can contact the school by telephone: 01283 760382

Mrs Pett is available on three dedicated days each week, Monday, Tuesday and Wednesday, to focus on SEND provision in school. She is also available at Parents Evening if you wish to book an appointment via the Main Office.

How does the school consult and involve parents of children with SEND?

If a child with SEND arrives at school, the parents/carers hold key information about their child's needs, support (s)he has and any services involved. The class teacher and SENDCO may visit a child in a setting prior to transition or if this is not possible, meetings with the parents/carers and child will be held before the child arrives.

It is essential to build good relationships with parents in order that home and school can work together to support the child.

Parents/carers will be consulted about any referrals, will be involved in PLP's, they will be invited into school to meet any professionals from outside agencies. Parents will also receive a report each term and attend Parent/Carer Consultations in the autumn and spring terms. All parents/carers are welcome into school to discuss their child at any time they have a concern.

How does the school consult and involve the children themselves in their Education?

A child's views are sought at any review stage, such as looking at PLP's or EHCPs. Where another agency is involved, the child will be asked how they are getting on and how they are being helped by a service. Children often take part in pupil interviews or contribute to 'Pupil Voice' via their class members as part of the school's self-review.

How does the school assess and review children's progress towards outcomes, including assessment and review procedures?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the Senior Leadership Team every half term in Reading, Writing, EGPS and Maths through Pupil Progress meetings.
- If your child is working below their Year Group Expectations, a more sensitive assessment tool can be used which shows children's attainment in more detail - breaking learning down into smaller steps. The school is currently using an assessment tool called Formative Footprints, a Derbyshire

designed tracking tool which breaks it down even further if your child is making very small steps in learning.

- At the end of key stage two (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the Government requires all schools to do and the results are published nationally. From 2024, KS1 tests are no longer statutory and results will not be published.
- Where necessary, children will have a Personal Learning Plan (PLP) based on targets agreed by teachers, parents/carers, the SENDCo and/ or external agencies which is specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed termly, evidence for judgments assessed and a future plan made.
- The progress of children with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress with any individual work and in any group that they take part in via the use of the provision map and PLP's.
- Regular book scrutiny and lesson observations are carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What arrangements are made as children join the school or transition to another school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

- The SENDCo will visit pre-schools with the class teacher or Foundation Stage Leader
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school

- Your child will be able to visit our school and spend a day or half day, depending on your child's needs
- Parents/carers will be invited to attend an information meeting when starting in our Foundation Stage
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school depending on your child's needs.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Your child's new SENDCo is very welcome to visit the school and observe and meet you child in school prior to moving on
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped by a transition book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Transition meetings take place every year and teachers exchange information and records.
- All children take part in transition activities on 'Move Up Day'. Your child may be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- Transition meetings take place between Secondary and Year 6 class teachers every year

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school at which time all of your child's records will be transferred to the SENDCo.
- Your child will participate in focused learning relating to aspects of transition and change linked to PSHE lessons, to support their understanding of the changes ahead.
- Your child will visit their new school and if needed additional sessions can be arranged as part of a transition.
- In some cases staff from the new school will visit your child in this school.

How does the school approach teaching children with SEND?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like having additional resources or apparatus to support their learning.
- Specific strategies (which may be suggested by the SENDCo) 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 or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention programmes which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA)

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy
This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from: - Local Authority services, such as ISAS (Inclusion Support Advisory Service) ; sensory support services such as, hearing or visual impairment specialist teachers, and physical impairment specialist teachers. - Health services such as, Occupational Therapists or physiotherapists and Speech and Language Therapists.

What could happen:

- You will 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 you and the school to understand your child's particular needs better and be able to support them more effectively in school where possible. - If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within our mainstream setting.

c) Specified Individual support

This type of support is available for children whose learning needs are more complex and lifelong. This is usually provided via an Education, Health and Care Plan. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need

specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (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), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline 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.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

- Where ever possible we endeavour to meet the needs of all children within our setting. We understand that some children may need a more specialised placement.

Supporting children and young people who are looked after and have special educational needs

- In addition to the above, meetings are held for children who are looked after by the local authority and a Personal Education Plan (PEP) is completed.
- These meetings are attended by all agencies involved with the child to discuss Personal Education Plans and to look closely at the provision, progress and well-being of the child. Their views are a vital part of the process. These meetings take place termly and a plan of action is produced alongside a provision map. The meeting contents, agreed actions, targets and voice of the child are shared with all agencies.

A GOOD PLP (Personal Learning Plan)

- Celebrates what the child has achieved and everyone's high aspirations for their future.
- Shows we have understood their abilities and needs.
- Makes sure we are committed to providing support and challenge to achieve the best outcomes.
- Sets SMART targets (Specific, Measureable, Achievable, Realistic and Time Related) for the next steps.
- Makes sure the child's and their parent or carer's voices are heard.

How are the curriculum and learning environment adapted to support learners with SEND?

Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their class (including using Formative Footprints for

children working below year group expectations) and will ensure that your child's needs are met where ever possible within our mainstream setting.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed, including for specific intervention programmes, in order to meet your child's learning needs.

Children are invited to meetings where appropriate, and their views are actively sought through questionnaires, discussions and being present at those meetings. This is recorded on the 'Child's Voice' sheet which is at the front of any child with a PLP.

- Children who have an EHCP complete an informal questionnaire during the review process and are invited to the meeting to share their feelings, aspirations, likes, dislikes, favourite subjects etc.
- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- We have slopes outdoors in order for all children to access all areas.
- We have two access toilets, one with a changing facility and the new build has a shower area.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- Breakfast and After School Clubs are accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Simple adaptations have been made for specific needs e.g. organisation of classroom furniture for wheelchair users, specific seating arrangements for children who are hearing impaired or sight impaired.

- We have the support of the Physical Impairment Advisory Teachers and the Occupational and Physiotherapy Team should we require any specialised equipment e.g. sloping boards, tables, adapted chairs etc.

Please see the website to view the Access Plan and Equality Duties

What expertise and training is there in school to support children with SEND and how is external expertise arranged?

The SENDCO role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues and keeping up-to-date with current procedures and provision.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in the class they are working in e.g. from the Local Authority *via identification through regular consultations between the ISAT (Inclusion Support Advisory Teacher) and the Sendco.*
- TAs receive a range of training as part of their on-going continuing professional Development (CPD) and to respond to the needs of the individual children they are working with
- Many members of staff have experience and basic training in supporting children with Autism and General and Specific Learning Difficulties
- Other TAs are specifically trained to work with individuals who have physical impairment or severe learning difficulties and have received specific training from specialist teachers and outside agencies.

How are emotional and social development supported?

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, anxiety and struggling to communicate effectively.

- We are an anti-bullying school and take part in theme weeks throughout the school. Children and the Pupil Voice have been involved in creating their own version of the Anti-Bullying Policy.
- All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
 - ELSA- we have trained 2 members of staff as Emotional Literacy Support Assistants (ELSA's) who can offer mentoring sessions on a 1:1 or in pairs to develop social, emotional and behaviour skills.
 - Access to 'The Nest' -small group social and emotional skills sessions based on an individual's or group's needs where the 'Boxall Profile Assessment Tool' is used. 'The Nest' is also accessible at lunchtimes.
 - Social stories
 - Additional visual timetables
 - Circle of Friends if needed
 - Lunch time and after school clubs
 - Break and lunchtime support
 - Access to The Rainbow Room Nurture Group at the discretion of the SENDCO. A small weekly nurture group run specifically to target those children experiencing mental health issues post-lockdown.

If your child still needs extra support, with your permission the SENDCO will access further support from [Compass Mental Health](#) or through the Community Paediatrician, Educational Psychologist or School Health Team (School Nurse)

Complaints Procedure

Pupils, staff and parents/carers are expected to listen carefully and respectfully to each other. Where an issue arises, parents/carers should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents/carers should then take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on request at the office or on the website