

SEND Information Report

June 2024



From September 2023, the school SENCO is Mr R Waring

The SEND Governor is Mrs L Shepley

Furness Vale Primary and Nursery School is a community primary school, where we work together to produce children with happy hearts, enquiring minds, and promising futures.

The 'SEND Information Report' describes for parents what we at Furness Vale do to support pupils with SEND.

For our purposes, the definition of SEND is outlined in the SEN Code of Practice, and states that a child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age*

Or

- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

It also states that any child who is receiving support which is 'additional to or different from another child' should be considered as requiring SEND support.

The Furness Vale Primary and Nursery School 'SEND Information Report'

Here at Furness Vale Primary and Nursery School, we have pupils with a range of Special Educational Needs: Autism, ADHD, sensory processing difficulties, social and emotional difficulties and speech and language difficulties. All of these fall into the 4 broad areas of need as outlined in the SEN code of Practice (Pg.86 SEND Code of Practice, 2015).

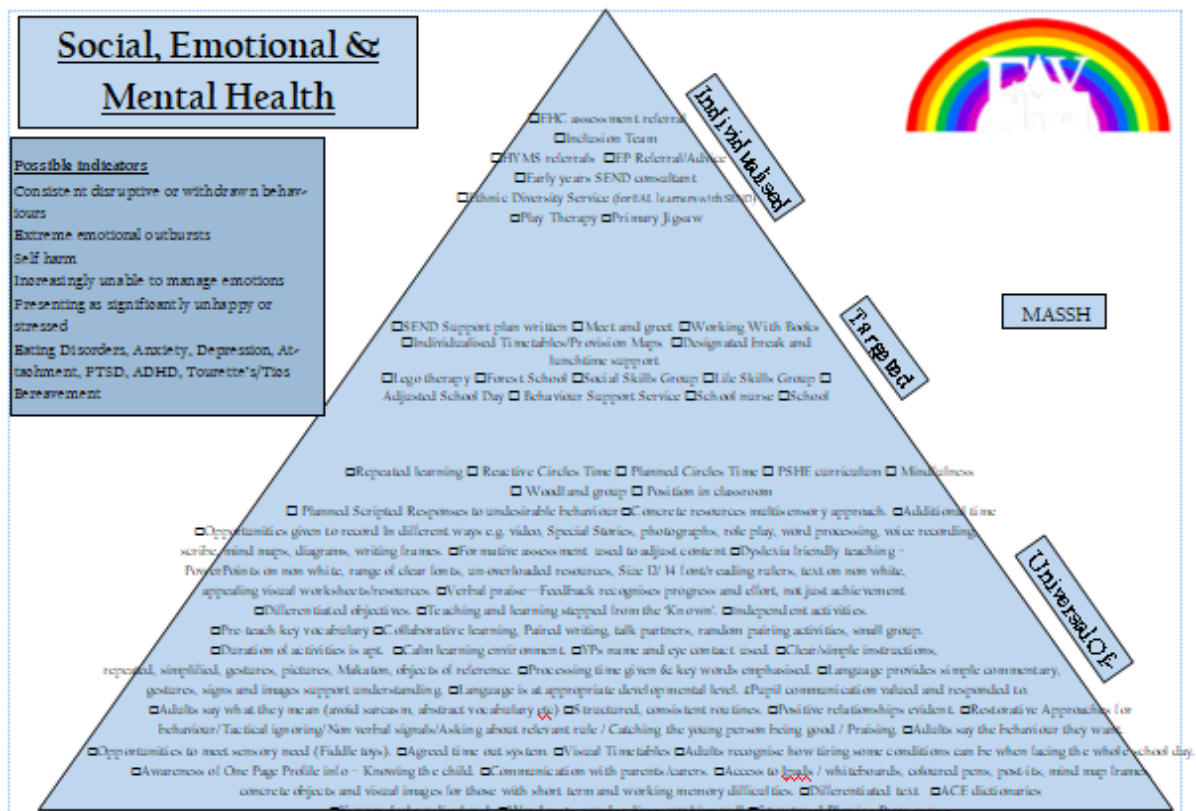
The infographic consists of four horizontal bars, each with a different color and icon set, representing different categories of Special Educational Needs (SEND). Each bar contains a title, an icon, and a list of bullet points.

- Communication and Interaction** (Purple bar):
 - Speech, language and communication needs
 - Difficulty saying what they want because of poor articulation or use of language
 - Difficulty in understanding what is being said to them
 - Difficulty in understanding or using social rules of communication
 - Children with Autistic Spectrum Conditions
- Cognition and Learning** (Dark Blue bar):
 - Learning at a slower pace than their peers, even though the work is adapted for their needs
 - Levels of difficulty may vary and include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health Difficulties** (Medium Blue bar):
 - Children who are withdrawn
 - Children displaying challenging, disruptive or disturbing behaviours
 - Children who have mental health difficulties, such as anxiety, depression or self-harming
 - Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and/or Physical Needs** (Light Blue bar):
 - Visual impairment
 - Hearing impairment
 - Multi-sensory impairment
 - Physical disability

How do we identify children who may have SEND needs?

We have a variety of methods to identify SEND needs in school. We make sure that we work alongside the parents and always make sure that the child is at the centre of our decisions.

We have created a document that we use to help support staff and parents best understand how SEND support is identified within school. Below is an example of the document we use.



The idea behind the pyramid is that it helps give staff and parents a visual to show how we identify need.

The bottom layer shows all the in-class interventions and resources available to all children in school. This is known as the universal offer/quality first teaching.

If a child still requires further support, they will move onto the next part of the pyramid which is known as the targeted response, within this area, children would have a SEND support plan put in place, through co-production meetings with parents and regular termly meetings.

If a child still requires further support, they would move onto the top strand of the pyramid, known as the individual response. At this point, an Educational Health Care Plan (EHCP) may need to be put in place to further support the child's learning.

How will my child, who has identified additional needs, be supported at Furness Vale?

Any child who is receiving support 'additional to or different from' another child would be placed on the SEND register and would have a SEND support plan document in place to further support their needs in school. The plan would be reviewed termly by the class

teacher, parents, and child. The document would have specific, measurable, achievable, relevant, and time bound (SMART) targets on to help further support your child in school.

SEN Support Plan



+	Name: =	Date of Birth:	School: Furness Vale Primary
	SEN Support	Parent/Carers:	Attendance:
	Professionals Involved:	Year Group:	Date SEN support started: Date of review:

For legal guidance about the requirements of meeting your child's special educational needs, refer to **Special Educational Needs and Disability Code of Practice, 0 - 25 (January 2015) (COP)**.

(COP) 1.25 - Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

SEN support is a four stage cycle also called the graduated response. It is help that is 'additional to or different from' the support generally given to most children of the same age. The four areas of the cycle are: Assess, Plan, Do, Review.



Parents Views	Child Views	
What I want to achieve and how I can support my child...	Things that people like and admire about me (my strengths) and things I like doing are...	Things I may need support with...

Communication and interaction

PLAN	DO	Review
SMART Target What I will do to achieve this.	Who can help me and how?	Progress I have made

In addition to this, children will also be supported

- Through a variety of ongoing evaluations, we are able to monitor the impact of the provision provided for children with SEND.
- They will receive additional support through intervention groups designed to develop motor skills, social communication skills or self-esteem.
- By a learning support assistant or a teaching assistant to work with your child and follow the requirements and recommendations of the plan.
- By a range of strategies, depending on their individual needs. These may include adaptations to equipment and resources, differentiated activities or adult support.

What specific expertise is available to children with SEND?

In caring for and educating your child we recognise the need to work in partnership with you and a range of other services who can support your child's learning journey. The SENCO and all staff who support your child at Furness Vale Primary have close working partnerships with the following teams and specialists to draw up targets, ensure the correct provision and teaching methods are applied which are specific to your child.

- DIASS (Derbyshire Information Advice and Support Service for SEND – formerly Derbyshire Parent Partnership)
- Derbyshire Educational Psychologist Service
- Child and Adolescent Mental Health Service (CAMHS)
- The Multi-Agency Team (MAT)
- NHS Speech and language therapists (SALT)
- DCC link teacher for children with Visual/physical/hearing impairments
- Nurture support workers and training advisors
- Autism outreach and Derbyshire Autism Support Services.
- Derbyshire police service
- Social services
- Blythe House counselling services
- Behaviour support services

How is the decision made about what type and how much support will be made available to my child? What teaching approaches will be used?

First and foremost, all children should be receiving quality first teaching, which is shown on our SEND pyramid. If a child requires further support, decisions would be made after clear communication and consultation with teacher, pupil, SENCO and home. Putting in additional adult support is not always the answer; detailed advice from support agencies, who provide a programme of intervention can be equally – if not more – effective. We run a variety of interventions, additional reading support, additional maths support as well as small group sessions if children need a little more social and emotional guidance. These additional sessions are driven by the needs of the children at any one time. Intervention groups need to be focussed, have a clear starting point and end point, with evaluations along the way to ensure that the programme is actually making a difference.

What arrangements are in place for review meetings for children with an EHC plan?

We follow statutory guidance, which states that official review meetings for children with an Education, Health and Care Plan, are held at least annually. Those children who are working at the ‘SEND support’ stage will have termly updated, when progress and support is discussed and modifications made. Our aim is to move to a co-production model by the beginning of 2024, which will give children and families a much bigger voice in the provision for their child.

How will my child be able to contribute their views?

Class teachers discuss targets and feedback with individual pupils as appropriate. Teachers and subject leaders in school involve the children in “pupil voice” activities. Pupils are encouraged to talk to staff about any concerns. We also have a School Council, with representatives from Year 1 to Year 6. Pupils can pass on their ideas or concerns about school life to their representative. We have regular circle times where each child’s voice is heard. Pupils with EHC plans are invited to share their views during their Annual Review

meeting. Where appropriate, the child may take part in all or some of the meeting. Where this is not appropriate, their views are sought prior to the meeting by way of a simple 'pupil voice' questionnaire.

Where is the Local Authorities Local Offer published?

www.derbyshiresendlocaloffer.org

How do we spend our SEND budget?

Our SEND budget is spent on:

- Providing small teaching groups for maths and English lessons.
- Teacher directed interventions carried out by teaching assistants.
- Resources required for specific needs.
- Training for staff.
- Educational Psychologist Service.
- Forest School Provision.
- Behaviour Support Service

What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the class teacher and/or SENDCO and then, if needed, the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher, the parent would be directed to the schools' complaints procedure.

Our Early Help Offer

Furness Vale Primary and Nursery School works to provide Early Help to those children and families in the school community with emerging needs, which may not be appropriate for Social Care intervention. Our Family Support Worker/Inclusion Manager works to support children and families both in the home and the school setting.

Our primary aim is to identify needs early and to make sure that appropriate support is put into place. ALL staff recognise their role in ensuring safeguarding practices to ALL children at ALL times.

We believe that information sharing and timely effective support can ensure that ALL children and families get a good start in life.

Families can need support from a wide range of agencies. We recognise that other agencies will be able to support children and families based on their specialised work. Therefore, the role of our Family Support Worker/Inclusion Manager is often to signpost families to the

resources that will best support their needs. If you have any questions regarding our early help offer or require support please contact Mrs Parry directly
headteacher@furnessvale.derbyshire.sch.uk

If you require any further information, please contact the school office or Reece Waring (SENco)