SEN information report for the schools with the Matlock and Dales Primary Partnership

September 2023

The Matlock and Dale Primary Partnership is made up of five neighbouring church schools:

- All Saints CE Infants
- All Saints' CE Junior
- Darley Churchtown CE Primary
- St. Giles CE Primary
- Bakewell Infant school

Each of our schools is served by a full-time, non-teaching Special Educational Needs Co-ordinator (SENCO) who manages our Inclusion Team to ensure that all of our children and families benefit from a full-time and inclusive, high quality and effective education.

This is the SEN Information report for all of the schools within the Matlock and Dales Primary Partnership. The information within this report is based upon the requirements in the Special Educational Needs and Disability Code of Practice 2014 (para 6.79). You can access this statutory code via this link: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Please remember that you can find much more information on each school's website where we have a dedicated area for SEND (including links to important sites).

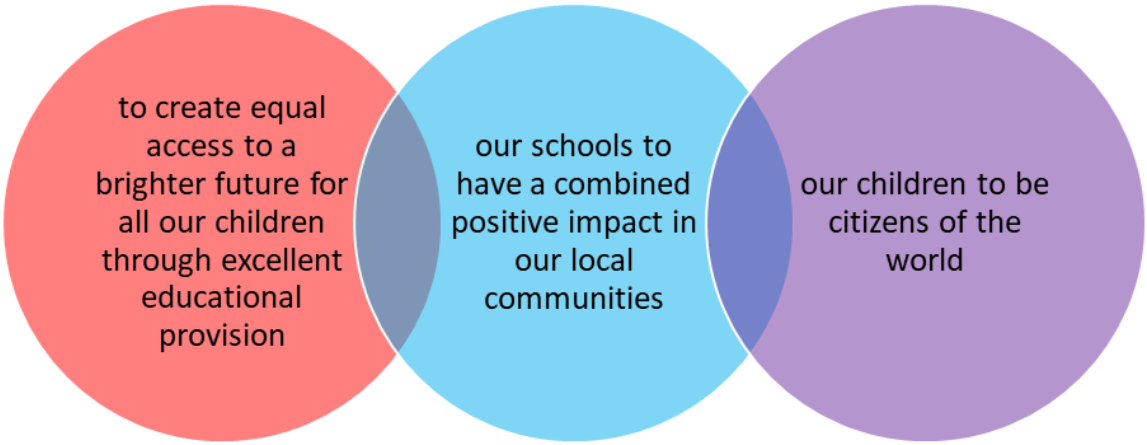
School within the Matlock & Dales Primary Partnership	Website for each school
All Saints' CE Infant school	www.allsaintsfed.derbyshire.sch.uk
All Saints' CE Junior school	www.allsaintsfed.derbyshire.sch.uk
Darley Churchtown CE Primary	www.darleychurchtownschool.co.uk
St. Giles CE Primary	www.stgilesceprimarymatlock.co.uk
Bakewell Infants	https://www.bakewellinfantschool.com/

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Our approach to supporting pupils with SEND in the schools within the Matlock and Dales Primary Partnership

All of the staff and leaders (including governors) at each school within the partnership aim to '*create equal access to a brighter future for all of our children through excellent educational provision*'.



This builds upon the **SEND Code of Practice: 0-25 2014** which identifies the need for a graduated approach towards the identification of children who may have SEND. This is a circular model, used in all the schools within the partnership, uses the terms: ***assess, plan, do, review***.



5.38 All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

5.4 Providers must have arrangements in place to support children with SEN or disabilities.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class.

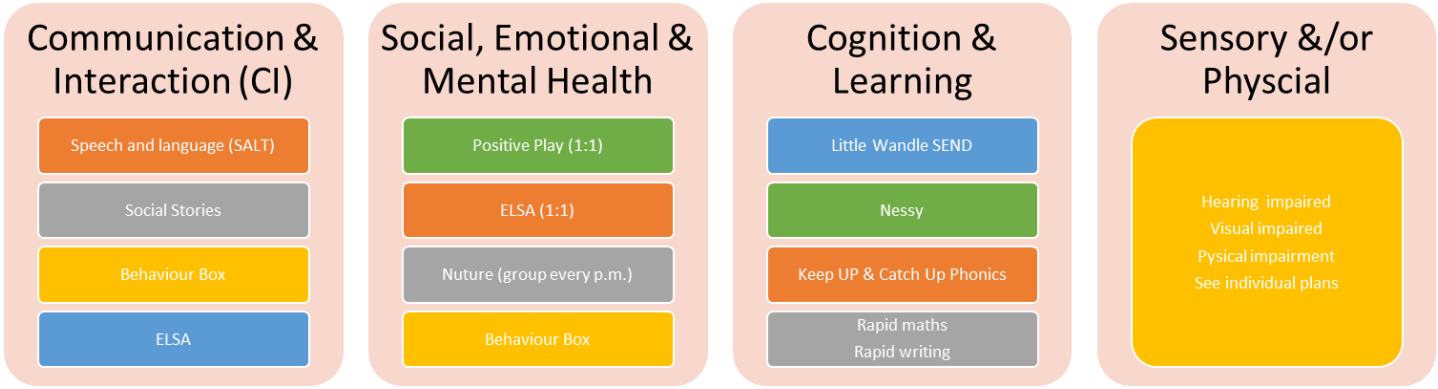
6.37 High quality teaching, adapted through ordinary available provision for individual pupils, is the first step in responding to pupils who have or may have SEN.

6.38 In deciding whether to make special educational provision, the teacher, SENCO and inclusion team should consider all of the information gathered from

within the school about the pupil's progress, alongside national data and expectations of progress.

Supporting children with SEND

All of the schools within our partnership are able to provide access to the following broad offer of support for all of our children. Wherever possible, our trained staff move between the schools in our partnership to ensure we meet the identified needs of our children.



Further details regarding our schools' offer is detailed below:

Support for children who need further support with *cognition and learning*

- Little Wandle SEND programme: this is a specific phonics pathway (which is distinct from the partnership's daily use of Little Wandle to teach phonics) which specifically supports the development of children's reading skills. Provision includes games and activities to develop children's decoding and oral blending. There are specific assessments and a distinct teaching programme.
- Nessy: This is a 1:1 spelling programme which helps our children to encode (to use their phonetic knowledge to spell words). Nessy is undertaken on a computer and the programme adapts to the children's individual responses. This is overseen by the class teacher and our trained SENCo.
- Keep Up and Catch Up phonics: we provide additional support for children who require additional daily practise and/or additional precision teaching. We re-assess the children every three weeks to further identify any specific areas for teaching.
- Rapid Maths: Rapid Maths makes catch-up fun and gives each child personalised support and repeated practice in the fundamentals of numeracy. This is undertaken in a small group setting, in addition to the child's daily mathematics teaching. It is led by a trained teaching assistant.
- Rapid Writing: Rapid Writing is a different approach to writing catch-up and helping close the attainment gap in writing. This is undertaken in a small group setting, in addition to the child's daily mathematics teaching. It is led by a trained teaching assistant.
- Maths Power of 1 and 2: is a coaching manual which provides individual support. It revisits and teaches approaches to support mental maths. It is undertaken daily.

- Toe by Toe: supports readers who struggle to decode or those with dyslexic difficulties.

Communication and interaction

- Little Wandle SEND programme: this is a specific phonics pathway (which is distinct from the partnership's daily use of Little Wandle to teach phonics). The SEND programme specifically supports the development of children's reading skills. Provision includes games and activities to develop children's decoding and oral blending. There are specific assessments and a distinct teaching programme.
- Social Stories: story-based interventions are visually represented stories or scripts that describe social situations and socially appropriate responses or behaviours
- Behaviour Box: is an evidence informed, detailed and practical resource, designed to promote pro-social behaviour. We have a number of staff trained in the use of Behaviour Box.
- ELSA: 1:1 sessions which take place within school led by a trained member of staff and overseen by the local authority's Education Psychologist support service to support the emotional development of children.

Social, emotional and mental health

- Nurture: group sessions which take place during the afternoon led by a trained member of staff. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties. They are overseen by the SENCo.
- Positive Play: This is undertaken on a 1:1 basis. The positive play sessions take place within school led by a trained member of staff. The programme is designed to raise the self-esteem and emotional well-being of children. They are overseen by the SENCo.
- Emotional Literacy Support (ELSA): 1:1 sessions which take place within school led by a trained member of staff and overseen by the local authority's Education Psychologist support service.
- Lego therapy: is an intervention to support sharing and working as a team.

Sensory and/or physical needs

- Our children are supported in school with the advice of outside agencies such as Visual impairment specialists or speech and language. Outside agencies support staff through reports which advice on how best to support the child. This may include special seating; specialist equipment or daily repetition of sounds.

Key staff and expertise

We have several qualified SENCOs working across our partnership and an Inclusion Team working to support inclusion for all children in all our schools.

All of our children then benefit from a number of highly trained support staff who are able to provide specific support such as those outlined below:

Name of staff member	Area of expertise	Level and/or type of qualification
Sian Arnold	Inclusion Team Leader National Award for SEN co-ordination Nurture, Positive play, Nessy	Post Graduate Diploma
Ben O'Connell	National Award for SEN co-ordination	Post Graduate Diploma
Shauna Bridges	Key Stage 1 specialist and qualified SEN co-ordinator.	
Bethan Lloyd	Pastoral Manager Emotional Literacy Support Leader Positive play Nurture Senior Mental Health lead	Successful completion of all training for ELSA, Positive Play and Nurture. Senior Mental Health Lead qualification.
Sally Whithorn	Lego Therapy Nurture Senior Mental Health lead	Successful completion of all training for Lego Therapy and Nurture. *Senior Mental Health Lead training during 22 - 23*
Becky Ross; Kerry Hutton	Positive Play Behaviour Box	Positive play
Johanna Lowndes	ELSA; Nessy; toe by toe; Little Wandle; Rapid Maths; Rapid Writing; Power Maths 1 and 2; positive play; Behaviour Box.	Positive play ELSA
Emma Fox	ELSA; Positive play; Nurture	Positive play ELSA
Charlotte Thompson	ELSA; Positive play; Nurture	Positive Play ElSA

The SENCO for the Matlock and Dales Primary Partnership

The children, parents and staff within the partnership are supported by a trained SENCo. They are non-class based and work across the schools during the week. Staff are able to contact our SENCo at any point via Microsoft Teams.

Name of SENCO	Email address	Phone number
Sian Arnold	senco@matlockanddales.derbyshire.sch.uk	Contactable via any of the partnership's school offices: • All Saints': 01629 582913 • Darley Churchtown: 01629 732236 • St. Giles: 01629 56813

		• Bakewell infants 01629 812322

Securing and deploying expertise: in school support and accessing external expertise

All of our schools share key approaches which always include working closely with children, parents, staff and external agencies. Details of the provision and links we have are outlined below:

School provision

- Teachers are responsible for planning appropriate sequences of lessons to meet the needs of all pupils within the class setting. They work with the SENCO, parents and children to help set appropriate Individual Education Plans (IEPs).
- All of our teachers benefit from regular, planned training. SEND is a standing agenda item during all weekly training.
- Teaching Assistants working with small groups or individual children following clear Individual Education Plans (IEPs).
- Small group support for children with specific needs.
- Teaching Assistants offering support for children with emotional and social development through
- Positive Play, Nurture, Lego therapy and/or ELSA.

External expertise (including Local Authority Provision which may be delivered in school)

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Derbyshire Information, Advise and Support Service for SEND (IASS)
- Multi Agency Team
- Health Provision which may be delivered in school
- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS (Children and Young Adults Mental Health Service)
- Clinical Psychology
- Input from Paediatricians
- Build Sound minds/ CAMHS

Equipment and facilities

We work closely with parents, children and external support to ensure that children have access to appropriate adjustments.

Identifying and assessing pupils with SEND

The following information is shared with all parents and staff (via M&D Staff/SEND). It explains how we asses, plan, do and review.

Assess

- Where a child continues to make less than expected progress, despite evidence-based support and quality first teaching which is matched to the child's area of need, teachers should consider involving appropriate specialists, the decision to be taken with the child's parents.
- Record all class based actions, along with impact and keep records on sharepoint.

Referral to our SENCo

- Use the initial concerns form: Referral Form.docx SEND sharepoint
- Sian will consider best provision which may involve adaptations to the child's curriculum, timetable and classroom.
- SENCO may observe

Plan

- The practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. An IEP will be written if the child is to be added to the SEND register.
- Plans should take into account the views of the child.
- All provision for children of SEN is overseen and directed by our SENCO

Do

- Teachers remain responsible for working with the child on a daily basis.
- With support from our SENCO, teachers should oversee the implementation of the interventions or programmes agreed as part of SEN support.
- SEMH queries from teachers regarding their child's provision: please speak to our trained SEMH specialist Beth Lloyd

Review

- Progress against the plan is reviewed by teachers and SENCO, who provide parents with a short written summary of their child's development, identifying the child's strengths and any areas where their progress is slower than expected.
- SENCO meets with SLT every half term to review support and next steps.
- Summary of support and impact shared with SEN governor every full term (i.e. 3 times a year).

Consulting with pupils and parents

All of our schools share key approaches which always include working closely with parents, staff and external agencies.

Parents



We work closely with all parents as an effective partnership. We meet with parents every term, as part of our 'assess, plan, do and review' cycle. This helps us to agree individual education plans for every child. This will consist of two or three manageable actions which will be reviewed termly.

We continue to liaise with parents in-between times and respond swiftly to ensure any further appropriate adjustments and adaptations are implemented swiftly.

Pupils

We work closely with all of our children and carefully use their opinions and thoughts to develop appropriate programmes of support. This helps us to agree individual education plans for every child.

Transition support

We recognise that transitions can be difficult, potentially more so for a child with SEND, and so we take careful steps to ensure that any transition is a smooth as possible.

If your child is moving to a new school (for example the transition to Secondary School).

1. We will contact the SENCO of the new school and ensure they know about any special arrangements or support that need to be made for your child.
2. We will make sure that all records about your child are passed on as soon as possible. All records are kept electronically on a dedicated SEND folder.
3. As well as the arranged transition days, if your child requires additional visits this can be arranged.
4. On some occasions the staff from the new school will visit your child while they are at our school.
5. We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them if needed.

When moving classes in school

1. Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place during the summer term.
2. Your child's new class teacher will be invited to any meetings that are arranged during the summer term prior to moving classes.
3. The previous class teacher will write the IEP during the summer term, using their strong understanding of the child, ready for the start of the Autumn term. We know from experience that this helps our children successfully settle in their new class as they access appropriate provision.

Teaching approach

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching/ Ordinary available provision). For your child this would mean:

- ✓ targeted support
- ✓ additional practise
- ✓ staff would help children by break down learning into smaller 'building' steps
- ✓ acting on formative assessments
- ✓ teaching carefully selected groups
- ✓ using well-chosen resources

Adaptations to the curriculum and learning environment

Staff providing *adaptative teaching*. This means:

- ✓ our staff understand that all lesson activities should help children rehearse and practise the specific next knowledge they need to remember more.
- ✓ Your child's teacher has the highest possible expectations for your child and all pupils in their class. This is based upon an accurate understanding of their needs and the curriculum.
- ✓ That all teaching builds on what your child already knows, can do and can understand.
- ✓ If children are able to learn the same things and to attempt the same tasks, they will do so.
- ✓ Specialist equipment is provided in classrooms to be used by children who need it..

Inclusivity in activities

All of our schools aim to ensure full inclusion in all areas of our broad and ambitious curriculum. This is central to our practice and the first aim of our partnership of schools:

All leaders (including governors) and all staff at each school within the partnership aim to '*create equal access to a brighter future for all of our children through excellent educational provision*'.

As a result:

- ✓ Activities and school trips are available to all.
- ✓ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ✓ Part time timetables are in place temporarily for those children who cannot attend school full time.

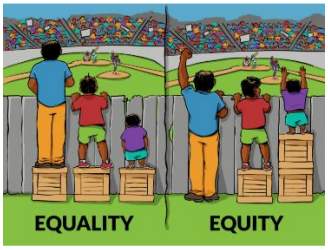
Supporting emotional and social development

We firmly believe that pupils achieve best when they are settled and included in warm and safe classrooms. We celebrate the children's successes with positive learning experiences. Sometimes children experience some setbacks or challenges along the way and we are committed to supporting them through these, always striving for full-time schooling and attendance.

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 liaises with our SENDCO and Learning mentor for further advice and support.
- This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service, CAMHS, MAT workers.

Positive behaviour and online safety



All of our schools have a shared understanding that we treat all children *fairly* which might mean that all children are not treated equally. The behaviour policies we have adopted stress that we cater for all children's needs. Any needs and/or protected characteristics (such as SEND and disability) are carefully considered in conjunction with the appropriate policies when we apply our behaviour policies.

Each school actively teaches positive behaviour and we also provide a progressive safeguarding curriculum. This includes discrete teaching often through circle time, and modelling on how to stay safe when outside of school, including when children are online.

Evaluating effectiveness



As part of our 'assess, plan, do, review' cycle, we continually review your child's learning and progress from their individual starting points. In addition, we also undertake more structured and standardised assessments to help evaluate and review our provision.

- Where necessary, children will have an IEP based on areas of identified need. Progress against these targets is reviewed regularly and future provision amended as necessary.
- We use Boxall profiles and ELSA assessments to plan and evaluate the effectiveness of our SEMH support.
- Brackenfield assessment: We use a tracking system (developed in conjunction with Brackenfield School who lead the East Midlands SEND Hub) for children unable to currently access age related assessments.
- Year 1 pupils undertake the Phonics Screening Test
- Progress in reading, writing and maths is formally assessed each term (year groups 1-6) and we share the outcomes of these with parents.
- Progress is monitored regularly by the Head Teacher, SENCo and Senior Leadership Team
- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATS). These are government requirements and the results are published nationally
- Children in all year groups undertake standardised assessments in Reading, SPaG and Maths
- The progress of children with a Statement or 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

Our SENCo also checks that your child is making good progress within individual work and targeted group work by undertaking:

- Talking to children about their learning whilst looking at the children's work;
- Observations in class / intervention;
- Reviews of Boxall profiles;
- Data analysis (including daily review of attendance and emotional wellbeing).

Local Offer

DERBYSHIRE 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 to families in Derbyshire that have an Education, Health and Care Plan and those who 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 at: www.localoffer.derbyshire.gov.uk/home.aspx

Handling concerns or complaints

If you have a complaint regarding SEND and a child in any of our schools then please do not hesitate to contact the appropriate Head of School. You can contact them via the appropriate school office using the details below:

School within the Matlock & Dales Primary Partnership	Contact number
All Saints' CE Infant school	01629 582913 Option 1
All Saints' CE Junior school	01629 582913 Option 2
Darley Churchtown CE Primary	01629 732236
St. Giles CE Primary	01629 56813
Bakewell infants	01629 812322

Parents and carers can also refer to the External Complaints policy which is available on each school's website. Paper copies of this are also available from any of our school's offices.

School within the Matlock & Dales Primary Partnership	Website for each school
All Saints' CE Infant school	www.allsaintsfed.derbyshire.sch.uk
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