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| 1. [Image result for children with sen cartoon](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwi86pqXwPjbAhWSK1AKHVe5ALEQjRx6BAgBEAU&url=https://www.ackworthhowardschool.co.uk/wellbeing/special-educational-needs-and-disabilities&psig=AOvVaw3WMEIspAgfYOzFjIVGo8wv&ust=1530348931458831)The kinds of Special Educational Needs that are provided for at William Rhodes Primary and Nursery School | Our School provides support for pupils across the 4 areas of need outlined in the SEND Code of Practice 2014   * Communication and Interaction * Cognition and Learning * Social, Emotional and Mental Health difficulties * Sensory and physical needs |
| 1. Identifying pupils with SEND and assessing their needs.     *Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND* | Pupils are identified as having SEN, and their needs assessed through:   * Transition information passed on from previous schools/nurseries. * Baseline testing, progress data, KS1 and KS2 assessments, * Feedback from teaching staff and observations from SENDCo * Initial Cause for Concern forms * Universal (Whole class or Quality First Teaching) Interventions not showing any impact (following assess, plan, do, review cycle) * Referrals from parents * Pupil voice * William Rhodes Primary and Nursery School – Universal, Targeted and Specialist level (See end of report) * Use of Derbyshire County Council’s Graduated Response (May 2022) <https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf> |
| 1. The arrangements for consulting parents of children with SEND. | We recognise the importance of placing the child and their families at the centre of out child-centred approach to SEND through:   * Participation of all stakeholders in decision making as outlined in the Children and Families Act 2014. * Parent Meetings (Open Evening Autumn 1) Parent Evening (Spring Term 2) * Telephone conversations * Parent Views * Parent questionnaires * My SEND Learning Programme, Earl Years inclusion funding, Inclusion funding, EHCP reviews. |
| 1. The arrangements for consulting young people with SEN and involving them in their education. | * Pupil voice * One Page Profiles updated with child * My SEND Learning Programmes * School Council * Invitation to Annual reviews * School surveys |
| 1. Math Teacher Clipart Clipart Panda Free Clipart Images - Transparent  Background Clipart Teacher PNG Image | Transparent PNG Free Download on  SeekPNG The school’s approach to teaching pupils with SEN | Provision for Pupils with SEND at William Rhodes Primary and Nursery School involve:   * Quality first teaching with appropriate differentiation * Extra adult support in classrooms where appropriate * Reduced group size where appropriate * Pre-teaching of key vocabulary, concepts, or skills. * Personalised provision through time limited programmes such as Talk Boost * Personalised provision through adapted resources and interventions * Use of Derbyshire County Council’s Graduated Response to suggest a variety of approaches * Use of Derbyshire County Council’s Sensory Processing Toolkit |
| [Image result for evaluate](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwib9PSPw_jbAhXDZ1AKHcvQBPsQjRx6BAgBEAU&url=http://libguides.bcu.ac.uk/libraryskills/evaluation&psig=AOvVaw33i5Y-flO_IrK1bgMDwdQV&ust=1530349723461384) 6. Evaluating the effectiveness of the provision made for pupils with SEND | * Progress tracking is completed and adaptations to provision are made considering these findings. * Intervention progress kept up to date and accessible to all staff. * Progress and evaluation is reported to the Governor with responsibility for SEN annually. * SEN information report posted on the school website. * My SEND Learning Programmes and Provision Maps reviewed regularly. * Evidence toward outcomes sheets completed by staff working with children on individual targets to monitor progress. |
| 7. Arrangements for assessing and reviewing pupils’ progress towards outcomes, including opportunities available to work with parents and pupils of part of the assessment and review | These arrangements include:   * Data tracking for pupil progress * My SEND Learning Programmes, One Page Profiles, Early Years inclusion funding, Inclusion funding and EHCP reviews * Observations * Parent meetings * Half Termly Team SEND review meetings for Teachers and Teaching Assistants * Half Termly Pupil Progress Meetings with Class Teacher and SENCO * Assess, plan, do, review cycle * Use of Derbyshire County Council’s Graduated Response to suggest a variety of approaches to review process. |
| 8. Adaptations are made to the curriculum and learning environment of pupils with SEND (in line with the equality act SEND COP) | All children at William Rhodes Primary and Nursery School have access to Quality First Teaching which means targeted and personalised teaching when appropriate. At William Rhodes Primary and Nursery School, the curriculum is designed to recognise children’s prior learning, provide first hand experiences, allow children to develop interpersonal skills and build resilience to become creative, critical thinkers. We have:   * High expectations for all children * Visual timetables in each classroom with widget symbols. * Carefully planned curriculum and lessons, differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or teaching assistant in class. * Recognised the need to develop and extend every child’s vocabulary. We recognise the fact that ‘knowing more words makes you smarter’. * Different teaching methods to promote full involvement and motivation, such as practical or real-life learning * Specialist equipment (if appropriate) may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils grips or easy to use scissors, recording devices and fiddles etc. * Use of Derbyshire County Council’s Graduated Response to ensure a range of quality first teaching methods are used. |
| 9. Support for improving emotional and social development. | Pupils are well supported by:   * A strong focus on safeguarding and liaison with outside agencies. * An anti-bullying policy that is supported by all members of staff. * Daily Assemblies. * Scarf PSHE Curriculum * Regular Online Safety discussions and annual Online Safety Day. * School council and pupil voice used regularly to address areas of worry or concern amongst students. * Worry Box |
| 1. [Image result for phone cartoon](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwj9waDDx_jbAhXNzqQKHaWAByQQjRx6BAgBEAU&url=http://www.clker.com/clipart-ringing-phone-1.html&psig=AOvVaw35h6h1uylFL1e9BCoBf18e&ust=1530350879798983)In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Co-ordinator and the Name and contact details for the SEN Governor. | **Miss Zoe Farrow** SENDCo  Telephone: 01246 234626  Email: zoefarrow@williamrhodes.derbyshire.sch.uk  **Mr Mark Serby** – SEND Governor |
| 1. Information about the expertise and training of staff in relation to children and young people with SEN including how specialised training will be secured. | * Audit of staff expertise in SEND undertaken annually. * Performance Management meetings with Headteacher – twice yearly. * SENDCo is currently working towards the national award for SEND qualification * SENDCo attends Embark and Derbyshire Cluster SENDCo network meetings to keep up to date with latest SEN updates * SENDCo attends Derbyshire Inclusion Leaders Network Meetings. * Specialised expertise engaged from external services – EP support, SALT support, SSSEN support, Behaviour support * SENCO keeps a list of training attended by staff. |
| 1. Information about how equipment and facilities to support children and young people with SEN will be secured. [Image result for support cartoon](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjJ_ZWa2PjbAhXQL1AKHXD7DbIQjRx6BAgBEAU&url=http://www.abilitiesnw.com/behavior-support.php&psig=AOvVaw0qaC0IcDSneFZvMKnYU30c&ust=1530355374813679) | * Local authority SEND * Derbyshire Local offer * Support Services * Charities * Volunteers |
| [Image result for complaints cartoon](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwir2cPh1_jbAhVM3aQKHePWC_oQjRx6BAgBEAU&url=http://www.wipcoaching.com/2013/04/17/how-to-complain-like-a-champion/&psig=AOvVaw0uctZN9RnMd7P7dsM0wtlo&ust=1530355255060606)13 Complaints from parents of pupils with SEN concerning the provision made at school. | Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school’s complaints policy.   * See complaints procedure on the school website. [www.williamrhodes.derbyshire.sch.uk](http://www.williamrhodes.derbyshire.sch.uk) |
| [Image result for calendar cartoon](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjAtMGC2PjbAhVMM-wKHVd8D3oQjRx6BAgBEAU&url=https://pngtree.com/freepng/red-calendar_2506812.html&psig=AOvVaw1-BoOtgfnniGr0Kt4jMOV5&ust=1530355302908819)14. Working with outside agencies to meet the needs of pupils with special educational needs and in supporting the families of such pupils. | * Dates of all meetings, visits and reports given to relevant professionals. * Regular meetings with health, SALT, EP, SSSEN. |
| [Image result for support cartoon](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjJ_ZWa2PjbAhXQL1AKHXD7DbIQjRx6BAgBEAU&url=http://www.abilitiesnw.com/behavior-support.php&psig=AOvVaw0qaC0IcDSneFZvMKnYU30c&ust=1530355374813679)15. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance to the SEND code of practice. | * <https://www.sense.org.uk/get-support/information-and-advice/support-for-children/send/> * <https://www.nhs.uk/conditions/social-care-and-support/services-for-children-and-young-people/> * Derbyshire Local Offer <https://localoffer.derbyshire.gov.uk/#!/directory> * DIASS – 01629 5333668 |
| [Image result for secondary school cartoon](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjRktS12PjbAhUNKewKHdx6C24QjRx6BAgBEAU&url=https://www.dasd.org/Page/2428&psig=AOvVaw22A1ssDg2-vmCfCc2F9TaN&ust=1530355437817619)16. Arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. | * Transfer of SEND files and My SEND Learning Programmes to new schools attended by pupils. * Transition day/week. * Additional visits for pupils with SEND and parents arranged * Transition meeting with SENDCo * Early transition for children with SEND * Photographs taken of new school to be used to support children during transition period. |
| See the source image17. Arrangements for supporting children who are looked after and have SEND | * **The Designated Teacher for Looked After Children is Zoe Farrow** * **The Designated Lead for Safeguarding is Jenny Wilkes. The Deputy Designated Safeguarding Leads are Zoe Farrow, Ruth Parker and Joanne Mark.** * They ensure that all teachers in school understand the implications for those children who are looked after (in Local Authority care) and have SEND and or emotional/well-being needs. * All Looked After Children have a statutory care plan, which is drawn up and reviewed by the Local Authority. Looked After Children also have a Personal Education Plan (PEP), which is a statutory requirement for Looked After Children in educational provision. * If a Looked After Child with SEND requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for Looked After Children and carry out the EHC needs assessment in the shortest possible timescale. We will work closely with the Virtual School, external agencies, carers and other professionals. * The designated teacher will monitor each child's achievement and ensure that they have the support they require within school by: * meeting with the child * ensuring that each child has a PEP * working closely with the SENDCO to request support from outside agencies when needed |
| 1. Information on where the local authority’s Local Offer is published. | * Derbyshire offer - <http://localoffer.derbyshire.gov.uk/> * We promote the local offer in school * We will always help parents access the local offer for out of school activities |

