

School Information Report for Asterdale Primary School 2023-2024



Asterdale Primary School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

Asterdale Primary school is an inclusive school where diversity is celebrated.

What is SEND and SEND support?

'The SEND Code of Practice 0 to 25 years' states that:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age in schools within the LA.
- Is under compulsory school age, or would be if special educational provision was not made for the child.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help some or all of the time in school.

Who are the best people to talk to about my child's difficulties with learning/SEND?

The class teacher is responsible for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- making sure that the school's SEND policy is followed in their classroom.

SEND Governor and SENCO are responsible for:

- developing and reviewing the school's SEND policy and Information Report
- co-ordinating all the support for children with special educational needs

- updating the school's SEND register and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in school so that they can help children with SEND to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

What areas does SEND cover?

The SEND Code of Practice identified 4 broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school recognises that some children may need support in more than one of these areas.

How are children with SEND identified in our school?

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. At Asterdale Primary School we have implemented an early stage of concern whereby if a child displays particular learning or behaviour difficulties within a class, the class teacher will identify their needs and complete a monitoring form outlining their concerns and closely monitor the situation.

Class teachers make regular assessments of progress for all children and continuous recording and monitoring is undertaken. Records are regularly updated and retained throughout school from Early Years to Key Stage 2. These records enable the school to identify those children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example those who are in Care and/or eligible for Pupil Premium.

SENCO is consulted if any teacher or TA has any SEND concerns and further advice is sought if necessary. When deciding whether to make special educational provision a meeting will be arranged between the SENCO and the class teacher to consider all the information gathered from within school.

The school will use appropriate screening and assessment tools to ascertain pupil progress. Records kept help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Parents/carers will be fully informed of any concerns the school has regarding their child's performance at the earliest possible opportunity. Class teachers will be happy to discuss, with parents, any concerns they have regarding a child's development and can be contacted for an appointment at the school.

What type of support is available in our school?

Teachers have the highest possible expectations of your child. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school supports regular training for all staff to improve the teaching and learning of all pupils including those with SEND.

- Teachers and SENCO work together to adapt planning to support the needs of children with SEND
- Teachers use a variety of teaching styles and cater for different learning styles, to allow children with SEND to access the curriculum
- Teachers and TAs in the classroom work together to give targeted support according to your child's needs
- Your child is fully involved in learning in class
- Strategies suggested by SENCO or other professionals working with your child are in place to support your child to learn.

Specific group work intervention.

This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA or learning support assistant.

Adaptations to curriculum or learning environment may be made to remove barriers to learning e.g.:

- Quality first teaching
- A curriculum to match needs
- Individual 1-1 tuition by a TA for specific needs
- Placement in small groups with children with similar needs for 1/2 lessons per week, using specially prepared learning materials
- Short term interventions to target improved reading and spelling
- Placement in appropriate groups or sets for subject lessons where needed
- Individuals and groups support in class

- Targeted interventions organised by curriculum areas lead by TAs
- Use of appropriate ICT equipment and programmes
- Adapted teaching styles and materials
- Access to appropriate resources for learning
- Support from a TA in order to ensure health and safety where appropriate
- Social skills programmes
- 1-1 mentoring sessions
- TA group/individual support

Outside Agencies.

You may be asked to give your permission for your child to be referred to a specialist professional e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used in the home and in school.

How do we measure progress?

Progress is continually monitored by class teachers, SENCO and school leadership team (SLT). Progress is reviewed at regular intervals. If your child has a statement/EHC Plan you will receive a report every term on their progress and also have the opportunity to speak to the class teacher at a parents' evening. There is a formal review every year.

How can I let the school know I am concerned about my child's progress in school?

If, at any time, you are concerned about your child's progress you should, in the first instance, speak to your child's class teacher.

If concerns remain about your child's unmet special educational need you should contact SENCO.

What support is there for my child's overall wellbeing?

- Support from a TA to ensure health and safety where appropriate
- Social skills programme
- 1-1 mentoring sessions
- TA group/individual support
- Counselling
- Peer reading
- Playground friendship stops
- Book for children to write their worries and concerns
- Anti-bullying week
- Timeout/quiet zone

Working alongside outside agencies such as Health Service and/or specialist educational services:

- Speech and Language Therapy
- The STEP's Team who, as specialist teachers, can offer advice for issues related to vision and hearing impairment and Autism Spectrum Disorders
- The Educational Psychologist who can advise on additional strategies to support specific children
- Derby City Council's SEND Department who can advise on funding and processes such as Education Health Care Plan applications
- Community Paediatricians who can carry out further investigations into children who we feel may have underlying difficulties, such as mental health concerns or neurodevelopmental disorders
- Early Help Assessment Team who can offer support for families who are having a variety of difficulties which might mean their children are struggling to access education
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-Agency Team
- Education Welfare Officer who supports children and their families who are having issues around attendance
- SENDIASS who will support families of children with SEND and act as advocates for them. School will signpost parents/carers in the right direction for this service
- Virtual school who will offer guidance and support for children who are Looked After or have previously been looked after
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Physiotherapy Service

How is SEND Support allocated in our school?

The school's SEND budget is received from Derby City Local Authority. The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of need within the school. The Headteacher and SENCO consider all information about SEND needs including:

- Children already receiving extra support
- Children needing extra support
- Children identified as not making as much progress as expected

All resources, training and support are reviewed regularly and changes made as necessary. Children will be taken off the SEND register if and when targets/outcomes have been achieved.

What support is paid for by Local Authority/Health Service?

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Therapy
- Multi-agency team

- SENDISS
- Support Services for the Hearing, Physically & Visually Impaired
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Physiotherapy Service

For more information got to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

- Class teachers, TAs and SENCO are available to discuss issues to their roles in school
- Your child's targets will be reviewed regularly throughout the year and we will work with you to plan and review these
- We all hold meetings with outside professionals where and when appropriate

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions - Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a 'Medicine Policy' regarding the management and administration of medicines on site.

How is our school accessible to children with SEND?

Asterdale is a mainstream community school. We moved into a new purpose-built building in April 2016 which includes disabled access and disabled toilet facilities. Playground facilities are accessible to all children.

Classrooms include

Sound loops

Quiet/sensory resources

Teaching resources and equipment are accessible to all children

After school and extra-curricular provision is accessible to all children including those with SEND.

All children have an equal opportunity to go on school trips and visits. Extra support is provided if required. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognised that transitions can be difficult for children with SEND and their families and so takes steps to ensure any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to new teachers and all relevant information is shared.
- All children will take part in transition activities towards the end of each school year, where they will have the opportunity to spend time in their new classroom and meet their new teacher.
- Transition booklets will be given to those children who need additional support.

If your child is moving to another school:

- We will contact the schools SENCO and ensure they are aware of any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible.

Starting school:

- Visits to school
- Parent sessions
- Share records

How will my child be able to share their view?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually done through regular meetings of the School Council. Children with SEND are involved, when age and need appropriate, in the drafting and reviewing of their SEND Support Plan targets and in offering their pupil views for the Annual Reviews of EHC Plans.

What training have the staff had about SEND?

The SENDCo has gained the National Award for Special Educational Needs Co-ordination. In addition to this, she regularly attends SEND training and Local Authority network meetings.

All staff receive an on-going professional development programme throughout the school year which addresses areas of SEND within the school.

Training during the 2021-2022 academic year included:

- Behaviour management, including Team Teach de-escalation and positive handling strategies
- Precision Teaching
- Little Wandle (Phonics)

Staff regularly research specific conditions with which children present or are diagnosed and these findings are shared with colleagues in staff briefings, training, meetings and twilight sessions.

What if I want to complain?

If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing. Full details are in the Complaints Policy which can be found on our website.

Linked Documents on the school's website.

SEND Policy

Inclusion Policy

Anti-Bullying Policy

Safeguarding Policy

Complaints Policy

A Parent's Guide to Special Education Needs at Asterdale School