



**Tibshelf Schools Federation  
Parents' Information Report 2024**

**Introduction**

The SEND Code of Practice came into effect on 1st September 2014. We are aware of our legal requirement and this is our School Information Report. Our SEND policy is also available and is regularly reviewed to reflect the changes to the Code of Practice for SEND. At Tibshelf Schools Federation, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. Tibshelf Schools Federation has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes.

At Tibshelf Schools Federation we provide provision to meet the needs of children with different needs, including; moderate and severe learning difficulties, children with specific special educational need such as; Autism, Attention Deficit and Hyperactivity Disorder (ADHD), Language and Communication, Behaviour and Sensory and Sensory Processing difficulties. We also provide further provision for children with dyslexic, dyscalculic and dyspraxic tendencies. We have high expectations of all our children and, where needed, put support in place at the earliest possible stage. We believe that all children, whatever their need, should always be able to meet their potential, supporting them to become 'Lifelong Learners'.

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. Children with SEND may need extra help because of a range of needs, such as thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people. SEND could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves; or
- Sensory or physical needs which may affect them in school.

Below are answers to some commonly asked questions.

## 1) Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

### **The class teacher**

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 work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Pupil Passports, based on the smaller steps 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's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The SENDCo: Megan Ashall/ Martin Weston**

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into 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.
- 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.

### **The Heads of School (Martin Weston – Town End Junior School and Lea Alton – Tibshelf Infant and Nursery). This will be overseen by Executive Headteacher (Rachel Boswell)**

Responsible for:

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

### **The SEND Governor: Karen Waring**

Responsible for:

- The appointed SEN Governor works with the schools in supporting the development of high-quality provision and evaluating the impact for pupils with SEND.
- School contact telephone numbers: 01773 872306 (Town End Juniors) 01773 872571 (Tibshelf Infant and Nursery)
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## 2) How do we support children with SEND?

The Code of Practice describes how help for children with Special Educational Needs should be made by a step-by-step or 'graduated approach'. The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. Specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. Help may be needed through the graduated approach for a short time or for many years, perhaps even for the whole of their education. Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

### **In class support:**

The school has developed and implemented a robust curriculum with **quality first teaching** that addresses and meets the needs of pupils. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top.

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built 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 using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

Additional adults are also allocated to classes and year groups to support where appropriate.

### **Specific group or individual intervention** which may be:

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

### **Outside agencies, e.g. Speech and Language therapy**

This means a pupil has been identified as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services (referred to from September 2024 as the 'Inclusion Support Advisory Service and 'Engagement Service'), such as the Sensory Service (for students with a hearing, physical or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

### **What could happen:**

- You may 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 the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **Specified Individual support**

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

- Inclusion Funding means your child has been identified as needing support above the resources already funded by school. Temporary funding can be applied for to support your children meet targets devised in a personalised plan of support.

At times, further support and input is required. This is provided as an Education, Health and Care Plan (EHCP). 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 whose learning needs are severe, complex and lifelong.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Inclusion Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service.

#### **For your child this would mean**

- The school (or you) can request that Local Authority Services carry out a statutory 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 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 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 number of hours of individual/small group support your child will receive from the LA and 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **3) How can I let the school know that I am concerned about my child’s progress in school?**

If you have concerns about your child’s progress, you should speak to your child’s **class teacher** initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

### **4) How will the school let me know if they have any concerns about my child’s learning in school?**

If your child is identified as having difficulties or is not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

#### 5) How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Derbyshire LA, includes money for supporting children with SEND.

The Heads of School and Executive Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. They consider all the information they have about SEND in the school, including:

1. The children getting extra support already,
2. The children needing extra support,
3. The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

#### 6) Who are the people providing services to children with SEND in this school?

##### **School provision**

- All staff have a responsibility for supporting children with SEND.
- Teachers are responsible for teaching children with SEND.
- Teaching Assistants and HLTAs mainly working to support quality first teaching and delivering interventions (outlined in section 2).
- Midday staff have a responsibility to support children out of class and when in the dinner hall.

##### **Local Authority Provision delivered in school**

- Inclusion Support Advisory Service
- Engagement Service (including Speech and Language)
- Educational Psychology Service
- Sensory Service for children with visual, hearing or other sensory needs
- Parent Partnership Service
- SSPI, SSVI, SSHI (School Support for Physical Impaired, Visual Impaired and Hearing Impaired)

##### **Health Provision delivered in school**

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

#### 7) How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND, such as autism, dyslexia, dyscalculia and general learning difficulties and more complex needs. We have supported staff who have developed high levels of expertise in the delivery of speech and language programmes, reading intervention schemes and other interventions. High priority is given to the emotional and social well-being of our children and we have teaching assistants that have been trained to deliver Positive Play. Support is sought from other agencies, where necessary, in order to maximise learning potential. We are also involved in our local cluster of schools within The Five Pits Partnership.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Training this academic year includes Autism Advocates, supporting Autism, Derbyshire Nurture team training, visual and hearing impairment and the Inclusion team.

#### 8) How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head of School/ Executive Headteacher/ SENDCo every term.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have a personalised passport which may be based on targets set by outside agencies specific to their needs. Targets will be SMART (specific, measurable, achievable, realistic and time specific). Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan 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 within any individual work and in any group that they take part in.
- Book scrutinies, lesson observations and pupil discussions will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

#### 9) How will my child be supported if they are Looked After?

- The Designated Teacher for Looked After Children is Mr Martin Weston (Town End Juniors) and Mrs Lea Alton (Tibshelf Infant and Nursery)
- The Designated Leads for Safeguarding are: Martin Weston, Rachel Boswell, Chris Cafferty, Jenny Hodson and Hillary Crabtree (Town End Junior School) and Lea Alton, Rachel Boswell and Chris Cafferty (Tibshelf Infant and Nursery). 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

### 10) How will my child be involved in their target setting?

Meetings will be held regularly and will involve the children. Often the child will have some time to prepare for these reviews during school time. They will discuss how they feel they have worked towards achieving their targets and what they feel their next steps should be. The views of the pupil will be included in all discussions. This may be through involving the pupil in all or part of the discussion or meeting itself, or gathering their views as part of the preparation.

### 11) What support do we have for you as a parent?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Meetings can be arranged for school to listen to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.

If you think your child may have special educational needs that has not been identified, you should talk to your child's class teacher. You will be able to talk over your concerns and find out what the school thinks. The Class teacher will be able to explain what happens next. Working together with the teacher's help will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- The school thinks your child has difficulties;
- The school thinks your child has special educational needs;
- Your child is able to work at the same level as other children of a similar age;
- Your child is already getting some extra help;
- How you can help your child. How will school support my child?

The SENDCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Personal progress targets will be reviewed with your involvement. Homework will be adjusted as needed to your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### 12) How is Tibshelf Schools Federation accessible to children with SEND?

At Tibshelf Schools Federation our aim is to ensure all children with SEND are able to access all lessons, activities and school trips enjoyed by their peers. We ensure we follow the guidance as illustrated by the Equalities Act and have made reasonable adjustments within the remit of an aging school building. Rigorous risk assessments are in place as a result of this. Parents/carers may be involved in planning of activities to ensure safety and inclusion wherever possible.



- Tibshelf School Federation is fully compliant with DDA requirements and The Equality Act (2010).
- Tibshelf Schools Federation has easy access and ramps.
- All access points and fire escapes have ramps.
- There are disabled toilets.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

### 13) How will we support your child when they are joining this school; leaving this school; or moving on to another class?

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. Transition arrangements and the involvement of the child and parents in these arrangements are firmly established in the school. Provision is planned early to ensure children make all transitions smoothly and confidently and extra visits to the new school are often organised. We have good relationships with the main schools that the children from Tibshelf Schools Federation transfer to.

#### **If your child is joining us from another school:**

- The SENDCo will visit the SENDCo, previous setting settings and make a home visit when appropriate.
- If your child would be helped by a book/passport to support them to understand moving on, then one will be made for/with them. This may include photographs and information about their new classroom, building and teacher(s).
- Alongside the usual transition visits offered for all pupils, your child will be able to visit our school and stay for taster sessions.

#### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo and teacher from the new school.
- Transition visits will be arranged.
- 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 book/passport to support them in understand moving on, then one will be made for/with them.
- Transition support session within school may also be implemented if needed.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Targets will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made with them.
- Additional visits to their new class/teacher may also be arranged.

#### **In Years 2 and 6:**



- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's Junior or secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made with them.

#### 14) How will we support your child's emotional and social development?

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, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Positive Play
- Nurture
- External support services
- Lunchtime and playtime support through planned activities and groups.
- Learning Mentor check ins and additional support work as required.

If your child still needs extra support, with your permission the SENDCo will access further support through the Early Assessment process.

#### 15) How do I make a complaint about the provision my child is receiving?

Parents are vital partners in the child's journey through school and we would endeavour to work with you at every stage to deliver an individualised program of provision for you child within the school. However, if you were to become unhappy with the provision your child was receiving the first person to speak to would be the school SENDCo - who will try to resolve any concerns and work with you to adapt or change provision given. If this is not resolved satisfactorily, the SEND Governor would then listen to your concerns and together find an amicable resolution. If again it is not resolved to your satisfaction, you may follow the school's complaints procedure (available from the school office or the school website).

#### 16) Where can I get additional information about the Local Authority offer for SEND?

We promote the local offer in school and will always help parents access the local offer for out of school activities. You can access this information online from the following link:

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