



## Buxworth Primary School Special Educational Needs and Disabilities (SEND) Information Report

**Buxworth school is a mainstream school catering for children between the ages of 4-11 years old.**

Here at Buxworth Primary School we are committed to providing the best possible education for children, making sure it is enjoyable, challenging, accessible and inclusive for all pupils. Sometimes, a pupil needs special provision to help him/her to achieve, either on a long term or short term basis. This is detailed in the government's '2014 Code of Practice for Special Educational Needs and Disability for young people from ages 0 to 25'.

As stated in the Government's Code of Practice, there are four broad areas of Special Educational Needs:

### Take from the Government's 2014 Code of Practice for SEND

Communication and interaction	Cognition and learning
<p>6.28</p> <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>6.29</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>	<p>6.30</p> <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD); where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD); where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>6.31</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health difficulties	Sensory and/or physical needs
<p>6.32</p> <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p> <p>6.33</p> <p>Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils</p>	<p>6.34</p> <p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>6.35</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>

Many children will have special educational needs of some kind at some time during their education and our school, along with other organisations can help most children overcome the barriers their difficulties present quickly and easily.

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 properly in school
- organising themselves
- Sensory processing
- Physical needs

This Information Report answers the most common questions parents may have about the help they can expect their child with Special Educational Needs and Disabilities to receive at our school.

### **How does Buxworth School know if a child needs extra help?**

We know when pupils need extra help if:

- Concerns are raised by parents / carers, teachers, outside agencies or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress.

### **What should I do if I think my child may have special educational needs or disabilities?**

Make an appointment to see your child's class teacher to voice your concerns. They will, in turn, inform our school's Special Educational Needs Coordinator (SENCo) who will oversee plans and provisions made to support your child.

### **What is the school's policy for identifying and assessing the needs of children and young people with SEND?**

At Buxworth Primary School we strive to identify and meet children's needs as early as possible through:

- Gathering as much information as possible before entry to school. This is achieved through:
  - discussions with the feeder school,
  - discussions with health professionals and other agencies who may already be involved with your child's education,
  - induction evenings for Parents/Carers,
  - specially arranged visits as well as class visits.
- Classroom-based assessment and monitoring arrangements.
- Regular pupil assessments
- Following up parental concerns.
- Tracking individual children's progress over time.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities.
- Involving other professionals and outside agencies

## **How will my child be taught?**

At our school aim to achieve maximum inclusion of all children whilst meeting their individual needs. Throughout the school, teachers provide differentiated learning opportunities for all children provide materials and resources appropriate to children's interests and abilities. In turn, this ensures that all children have full access to the school curriculum.

## **How will my child be supported?**

Once a child has been identified as having SEND then this will be seen in two ways; either: a child will be identified as needing SEN support or a child will have more severe and complex needs and will have been identified as needing a GRIP or EHC plan.

### SEN support

When a child has been identified as needing SEN support, they have been identified through a pathway of strategies as not accessing learning. Their barriers to engaging with learning and ability to make appropriate progress, may require your child to have additional support.

In this instance:

- Your child's class teacher will implement intervention strategies and/or a One Plan document will be drawn up which outlines specific details about your child; strengths, weaknesses, attainment and strategies used so far.
- Teaching Assistants will be allocated where appropriate and used within class to support your child. This may be within a small group or on a 1-1 basis.
  - SEND is supported through differentiated work which will be planned by the class teacher with specific learning goals to work towards.
  - Children will make use of specific resources to support learning.
  - Intervention programmes will be used to support your child in their weakest areas
  - Regular evaluations and termly discussion will be help with parents/carers.
  - The class teacher, on a regular daily basis, will use the outcome of learning activities and tasks to plan and inform future learning for your child.
  - The SENDCo will support the class teacher with appropriate advice.

### Education, Health and Care Plans (EHCP)

When a child does not achieve better outcomes following SEN Support, a request may be made to the Local Authority for statutory assessment. Once a statutory assessment has been completed, an EHC plan may be issued. A child with an EHCP will receive support from school professionals alongside other outside agencies and this document is legally binding.

An EHCP is a specific plan which professions have to work to in order to ensure the child makes progress. Within such a plan, a child may also have a specific time allocation or a set number of hours for extra adult support within the classroom and in some cases might involve the services of the Local Authority's SEND support service (SSSEN) who will come into school to teach your child. This is for a short time once per week.

### Graduated Response to Individual Pupils (GRIP)

If the SEN need is identified as more than SEN support but not as much as an EHCP, a GRIP can be applied for. This support is received over a year and needs renewing annually. SSEN support can be accessed at this point if the need meets the criterion. The GRIP has specific plans and outcomes like an EHCP and is reviewed and adapted regularly through the year.

### **How will the curriculum be matched to my child's needs?**

All work within the classroom is tailored to the individual child's needs by their class teacher to best enable children to access the curriculum. Teachers deliver quality first teaching by differentiating the work within the classroom. They use teaching methods which are inclusive of pupil with SEND, for example, we use a whole school maths scheme, Power Maths, which incorporates methods which make learning accessible for all learners such as peer collaboration, plan activities for those with different preferred learning styles, visual, auditory or kinaesthetic. Teachers and/or Teaching and Learning assistants (TLAs) may be allocated to work with the pupil in a 1-to-1 or small focus group to target more specific needs. If appropriate, specialist equipment may be given to the pupil to support them with their work.

### **How will I know how my child is doing?**

- You will be able to see your child's work and discuss progress at parents' evenings, or, if a One Plan or EHCP is in place, in regular termly meetings
- A formal report is written by staff annually.
- Targets will be set according to areas of need. These will be monitored by the class teacher and the SENCo and discussed/given to parents/carers where needed.

Assessment of pupils' SEN and progress made will include:

- Teacher assessment against the national standard
- Standardised tests
- Information and advice from other agencies
- Views of the pupil and parents
- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which involve:
  - observing and recording responses in different environments
  - identifying strengths and weaknesses
  - identifying learning rates and learning styles

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

### **How will you help me to support my child's learning?**

The class teacher may suggest ways of how you can support your child and the SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour / emotional needs.

If outside agencies or the educational psychologist have been involved, suggestions and programmes of study are normally provided and should be used at home.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties:

- Members of staff such as the class teachers and SENCo are readily available for pupils who wish to discuss issues and concerns
- The school actively promotes emotional well-being throughout the curriculum and also in the form of interventions and pastoral groups.

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents / carers and these are discussed with all staff who are involved with the pupil.
- Staff will receive EpiPen / diabetic /asthma/ epilepsy training delivered by the school nurse as required.
- Where necessary, and in agreement with parents / carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All staff are trained in initial first aid/paediatric first aid

### **How will Buxworth prepare and support my child when joining from another primary school or transferring to a secondary school?**

All pupils can attend a taster/transition session where they spend some time with their new class teacher and discussions between the previous or receiving schools prior to the pupil joining /leaving is an essential part of the transition progress. After that, additional visits may also be arranged for pupils who need extra transition time.

Before stating secondary school, staff members from the allocated school will visit Buxworth school to discuss the transition process and any SEND needs your child might have. Class teachers and the SENCo liaise with the SENCo from the secondary schools to pass on information regarding SEND pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the parents / carers and, where appropriate, the pupil.

### **What specialist services and expertise are available at or accessed by the school?**

Staff at Buxworth School have professional relationships with staff from other local schools who offer a wide range of expertise and experience; SENCos and teachers in the cluster meet regularly to share advice and support. At times it may be necessary to consult with outside services. The services available to the school include but are limited to:

- Educational Psychologist
- LA SSEN team
- Counselling services
- Autism outreach team
- Child protection advisors
- CAMHS (Child & Adolescent Mental Health Service)
- PASS (Physical & Sensory Service) to support pupils with hearing/ visual impairment
- Inclusion team
- Behavioural Support Services
- Multi Agency Team (MAT)
- Social services
- Children's Integrated Therapy Service (Speech & Language / Occupational Therapy)
- Local hospitals (paediatricians)
- School nurse team
- ICSS (Individual Children's Support Service)
- Bereavement specialist
- LACES – looked after children service

### **What training have the staff supporting children and young people with SEN had (or are having)?**

There are four broad areas of need which schools need to provide for:

- cognition and learning (e.g. autistic spectrum)
- communication and interaction (e.g. speech and language difficulties)
- physical and sensory needs (e.g. co-ordination needs)
- social, mental and emotional health

There are also four noted high incidence needs that all schools will come across: ASD, communication, dyslexia and social, emotional and mental health.

At Buxworth Primary School we seek the most appropriate training to enable us to provide for each pupil's particular needs as above. Often, training will be attended by one member of staff who will afterwards disseminate their learning and resources to colleagues, e.g. Indicators, issues and resources for the dyslexic pupil. In some instances, all staff will be invited to attend SEND training. In addition to training, guidance literature is available to staff in school.

#### **How will my child be included in activities outside the classroom including school trips?**

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. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

#### **How accessible is the school environment?**

Buxworth Primary School has a lift to access all three floors and exits with slopes where necessary, on every level. The children have disabled-friendly access to an adjoining recreation ground belonging to the parish council and to our ECO area.

#### **How is the decision made about how much support my child will receive?**

These decisions are made in consultation with the class teacher, SENCo, Headteacher and any other outside agencies who may be involved. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside services. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions may be arranged.

#### **How will I be involved in discussions about and planning for my child's education?**

- All parents / carers have a responsibility to support their child's education.
- Parents / carers support home learning and identified targets.
- Discussions with the class teacher / SENCO / other professionals.
- Attendance at Parents' Evenings.

#### **Who can I contact for further information?**

If you wish to discuss your child's educational needs, or other issues regarding your child's schooling, or if you have any other questions, please contact the school office to arrange a meeting with the relevant staff member.

Other services and help can be found on the Derbyshire Local Offer website which provides pathways for those seeking help with a particular need or disability:

<http://www.derbyshiresendlocaloffer.org/>

**To be reviewed: September 2026**