

2023-2024	Special Educational Needs (SEN) Information Report for Parents
Address	<p>"Let us run the race before us and never give up" Hebrews 12:1</p> <div>    </div> <p>Imagine, Believe, Achieve</p> <p>Matlock Bath Holy Trinity C of E (VC) Primary School 14 Clifton Road Matlock Bath Derbyshire DE4 3PW</p>
Telephone	01629 582 862
Website	www.mbhtprimaryschool.org.uk
Age range	4 – 11 years F2 – Y6
<i>What kinds of Special Educational Needs do the school support?</i>	<p>We support children across the four broad categories of need as identified in the SEN Code of Practice 2014. These are:</p> <ul style="list-style-type: none"> Communication and Interaction Needs This includes ASD (Autism), where children may have particular difficulty with social interaction and communication. Cognition and Learning Needs This includes specific learning difficulties such as Dyslexia, moderate learning difficulties, and profound and multiple learning difficulties. Social, emotional and mental health difficulties This includes conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder, or difficulties such as anxiety and depression. Sensory and/or physical Needs This includes disabilities such as vision and hearing impairment or a multi-sensory impairment.

	<p>In addition to these areas, a child may have medical needs. This includes diabetes, epilepsy, allergies, asthma and other conditions. A medical need does not necessarily mean your child has Special Educational Needs.</p>
<p><i>How does the school know if children need extra help?</i></p> <p><i>What should I do if I think that my child may have special educational needs?</i></p>	<p>Some children may have a diagnosed disability or specific need on starting at our school. Our form for new starters has a section where parents/carers have a duty to tell us about this. In these circumstances we will:</p> <ul style="list-style-type: none"> • Invite you into school to discuss the needs fully with us; • Contact the child's previous school or Early Years setting to gain information about the provision and to ensure a smooth transition; • Contact any external agencies who may already be involved with the child, for example, Speech Therapist. <p>If parents/carers have concerns about their child's development at any point during their time in school, the following will happen:</p> <ul style="list-style-type: none"> • Parents/carers should contact the class teacher to discuss their concerns in the first instance, who will involve the SENDCo and Head teacher if appropriate; • The class teacher and/or SENDCo will make further observations and assessments which they will feedback to the family. Next steps will be planned together; • The concern will be logged on an SEND concern form. <p>If staff are concerned about a child's development (from observation or from pupil progress records), the following will happen:</p> <ul style="list-style-type: none"> • Further observation and assessment relevant to the area of concern will be carried out; • Parents/Carers will be invited to a meeting to complete an SEND concern form along with the staff who work with the child; • Next steps are planned to ensure provision or intervention to meet the identified need. <p>Once a SEND concern form has been completed, a child's name may be added to the SEN List if the plan states that additional or extra provision should be made, or if assessment from outside agencies (such as a Speech and Language referral) is required.</p>
<p><i>How will the school staff support my child?</i></p>	<p>All class teachers have a responsibility to deliver high quality teaching and provide a high quality learning environment. Lessons are planned to meet the needs of all learners. This is called Quality First Teaching.</p> <p>Working with the child and family to make sure their voices are heard, the teacher and SENDCo complete a Support Plan for each child who is identified as having a special educational need. This will always start with a child's strengths and then outline their difficulties. It will include short-term and medium-term targets, and show any other agencies that work with the child.</p>

	<p>It will include details of strategies or interventions that help the child learn, including details of how the curriculum and the learning environment should be adapted if this is needed. A timetable of additional or extra provision and/or intervention is drawn up. 'Provision' includes <i>ongoing</i> strategies that the teacher and SENDCo feel the child needs in order to thrive. 'Intervention' describes time-limited action in the form of extra lessons/sessions to enable the children to make progress, with an exit point in mind. As part of this support, a child may access 1:1 teaching, 1:2 teaching, small group or whole class teaching: there are many different types of support depending on the identified need. The timetable will change as provision is altered to meet a child's evolving needs. Parents and carers will receive a copy of the support plan. The support plan will be reviewed termly, or sooner if a further issue arises.</p> <p>The SENDCo works closely with the class teacher and any teaching assistants offering advice and guidance to make sure that all children are supported in the ways they need throughout the school day. The school also works closely with the ISAT (Inclusion Support Advisory Teacher) and the ISAS (Inclusion Support Advisory Service) It is the responsibility of the class teacher, with support from all parties, to plan and deliver the support that a child needs and to review it as part of the assess, plan, do, review cycle.</p> <p>Every pupil at MBHT school chooses an adult mentor who will be available to support them at any time they need, in addition to the other adults in school. This particular adult will regularly check on the child, supporting their social and emotional development and ensuring that any issues or difficulties are detected early.</p> <p>If a child has an Education Health and Care Plan (EHCP), they may receive funding for specific support, to be planned by the SENDCo and class teacher in agreement with the family and child. This may include 1:1 or small group support, support from external agencies, specific resources or a specific intervention.</p>
<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>Teachers adapt the curriculum to ensure access to learning for all pupils.</p> <p>A child who is identified as having SEN receives support that is "additional to" or "different from" the high quality differentiated teaching that is given to <i>all</i> pupils.</p> <p>The type of support provided depends on the barriers to the child's learning and will be recorded on the child's support plan. The child's progress is reviewed at least termly with the parents and child. Children's views are vital to this process and children with SEN are supported to have a strong voice. It is vital that we work closely with you to make sure that our provision matches the needs of your child, which will evolve as they grow, develop and learn.</p> <p>At MBHT, we recognise that each child is a unique learner and grows to understand the world around them in an individual way. We ensure that our teaching meets different sensory needs, is visual, auditory and kinesthetic,</p>

		<p>and that we adapt our teaching to suit the ways in which our children seem to learn best. For example, some children like to move around more when learning, whilst others like to see and draw pictures. We encourage children to begin to know their strengths and talents, but to be open to try new things in new ways. Our broad and balanced curriculum is therefore accessible to all children, whether they have special educational needs or not.</p>
<p><i>What types of intervention, equipment and resources do you have at Matlock Bath Holy Trinity?</i></p>		<p>Quality First Teaching is the first step to meeting all children's needs, including SEN. This means that teaching is responsive and adapted so that different learners have tasks, activities or resources that allow them to make good progress.</p> <ul style="list-style-type: none"> • Teaching Assistants work with the class teacher to support children with SEN individually, in small groups and to facilitate the class teacher when he/she works directly with children with SEN. • Social and emotional and mental health support is provided by all adults in school and tailored to meet the needs of every individual. This may include (but not exclusively) additional outdoor curriculum or hands-on sensory learning, 1:1 chats, games, additional transition support. • Speech and language interventions and resources may be used as advised by the Speech and Language Therapy service if a child has been referred, including work with target sounds, mouth shape, mirrors, picture cards, sentence formation and word-finding games. • Personalised literacy and maths interventions, including phonics (may be small group or individual) are used. • Precision Teaching (1:1 timed, quick intervention for very specific gaps in learning). • Visual timetables, including Now and Next structures. • Numicon for maths (may be used as provision and as intervention, in groups or individually). • Rapid Readers and Rapid Phonics (group intervention) • Barrier Games (social, emotional and communication intervention) • Dyslexia resources (word mats, overlays, dictionaries, spell-checkers, voice recorders) • Sensory/Emotional/Attention resources (Box of Calms, Fiddle toys, timers, wedged cushions, ear defenders) • Sensory/ Calming room • Outdoor spaces for calming/ regulation activities • Physical literacy resources and intervention, including core strength exercises and gross and fine motor skills. • Nurture group activities to support social, emotional, communication and interaction needs, which may include additional sensory activities, art activities, or the upkeep of a specific role in school, for example. • Positive Play 1:1 sessions to support a wide range of individual social, emotional, communication and language needs. • Mentors (for pupil learning and well-being) • Occupational therapy provision as advised for specific pupils, including specific equipment or resources.

	<ul style="list-style-type: none"> • Physiotherapy, if advised and under supervision of Health professionals. • Other intervention, as advised by external agencies (such as health, Educational Psychology) may be implemented as required to meet a specific need. <p>An annual audit of SEND provision will ensure that the school develops further resources to meet the needs of its pupils.</p>
<p><i>How is the decision made about what type and how much support my child will receive?</i></p>	<p>The school budget includes an amount for supporting our children with SEN.</p> <p>The type and amount of support is decided in consultation between child (where appropriate), family, school staff, and any relevant external agency. For example, a Community Paediatrician may give advice after they make a diagnosis.</p> <p>A child is not always <i>diagnosed</i> with a medically recognised special educational need (for example Autism); the school , with the family's support, will make a judgement on the support and provision that a child with special educational needs should receive, whether or not they have a diagnosis, which will be reviewed termly.</p> <p>Where there are high level needs (HLN), for example: a significant health and safety risk, or access to very specialist equipment and resources, an application for an Education, Health and Care Plan (EHC plan) will be discussed with parents which, if granted, would include a personalised budget to meet the child's additional needs.</p> <p>Additional funding accessed from the ISAS (Inclusion Support Advisory Service) through the LA (Local Authority), known Inclusion Panel, can be applied for to support high level needs that meet a certain threshold. For some children Targeted and Specialist provision can also be sought from the LA.</p>

How will both you and I know how my child is doing and how will you help me to support my child's learning?

If parents have any concern about their child's progress or wellbeing, class teachers want to know as soon as possible so that we can work with you to agree a plan of action. Parents are welcome to talk to teachers briefly at the beginning or end of the school day, or to make an appointment via the school office for a face-to-face meeting or telephone conversation. During this discussion, we may talk about how you can support your child at home, or signpost further support in the community that may also help you. It is vital that we work in partnership to meet a child's needs, and regular informal conversations take place between teachers and a child's parents to celebrate progress and achievement and discuss any concerns. A child's home-school reading diary may be used to communicate, or we may communicate regularly by telephone or by email directly with parents.

Our curriculum plans are published on our school website, and any homework expectations are made clear by class teachers throughout the year, but will be adapted to suit children with special educational needs.

There are two parent consultation meetings with class teachers each year to review the progress of all children, including those with SEN. Parents of

	<p>children with SEN are invited to an additional review with their child's teacher and the SENCO in the summer term. Annual reports are provided to parents at the end of the summer term with an optional parent meeting following their receipt.</p> <p>If your child has an EHC plan there will be an Annual Review with parents and external agencies.</p> <p>Children's progress is monitored closely with a whole school assessment and tracking system. When teachers have concerns about a child's progress, this will be discussed amongst the staff and parents/carers will be contacted and invited to meet with the class teacher; the class teacher, with advice from the SENDCo, will advise parents on how best to support their child at home in relation to this.</p>
<p><i>What support will there be for my child's overall wellbeing?</i></p>	<p>All staff have a duty of care to all children and have regular training in keeping children safe. The Designated Safeguarding Lead Person is Mr Chris Layhe-Humphreys, Head teacher.</p> <p>Each class has curriculum time dedicated to personal, social, health and citizenship education including topics of personal health and well-being, anti-bullying and e-safety. In addition to this, equality and diversity are embedded within the curriculum to make sure that all children understand and value the equal role that every member of society can play, and that they celebrate and learn from diversity. This may be in terms of role models/historical figures, local visitors, outings and trips, and representations of children and people in the classroom and in books. Children are also taught awareness about specific educational needs or medical conditions they may encounter as part of lessons or within Collective Worship or assembly.</p> <p>The school has a policy for the safe administration of medicines and providing personal care and any medicines given in school must be accompanied by the correct paperwork which can be obtained from the school office. The school has trained first aiders and administered first aid will be reported to parents via a white slip, and telephone call where deemed necessary. Accidents involving bumped heads will be communicated to parents as soon as possible by telephone.</p> <p>Pupil voice is integral to the school. Children are consulted about their views at every opportunity.</p> <p>The Christian ethos upheld by the school ensures that children's spiritual, moral, social and emotional development is well cared-for with daily Collective Worship and visiting speakers from the church. We have strong values, which are displayed in our hall and regularly discussed with the children, the foundation one being 'Respect'. We choose a focus value for each half term, which may or may not be one from our set of twelve on display. We uphold British Values, which, along with spiritual, moral, social</p>

		<p>and emotional development, are embedded within our curriculum and the wider school day.</p> <p>We have 'family' dining each lunchtime, when the whole school eats together in our hall. We therefore monitor that all children are eating and drinking well in school.</p>
<p><i>How will you and I know how effective the provision for my child is?</i></p>		<p>The views of the child are the first step to evaluating the effectiveness of any provision for SEN. Parent and teacher views, as shared in the review meetings, add to this process. Should provision or intervention not seem to be working well, a change of plan will be made with agreements from all parties involved.</p> <p>Progress data from ongoing teacher observation and assessment of your child is monitored by the SENDCo and used by the Headteacher and Governing Body to evaluate the schools provision for pupils with SEN and to inform continual school improvement.</p> <p>Parent views are valued and welcome at any time; not only at scheduled review dates.</p>
<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>		<p>Specialist external services we use when we think extra help is needed:</p> <p>Many of these services are found under the umbrella of ISAS (Inclusion Support Advisory Service) such as:</p> <ul style="list-style-type: none"> • Autism Outreach • Behaviour Support Team • Positive Play and Nurture <p>Other external services include but are not exhaustive:</p> <ul style="list-style-type: none"> • School Health Team (Health Visiting Team, School Nurses) • Community Paediatrician • Educational Psychologist • Speech and Language Therapists • Occupational Therapist • Physiotherapist • Child and Adolescent Mental Health Services (CAMHS) • Family Support Workers from Early Help • Counselling • Multi Agency Teams • Children and Families Teams (Social Services) at Derbyshire County Council.
<p><i>What training do staff have in supporting children with special educational needs and disabilities?</i></p>		<p>At MBHT, we have training, experience and expertise in the following:</p> <ul style="list-style-type: none"> • Autism awareness. We have an Autism Advocate and all staff have received training from the Autism Education Trust (AET) • ADHD awareness • Attachment Disorder • Adverse Childhood Experiences (ACE) • Dyslexia awareness • Dyspraxia awareness • Emotion coaching/ Zones of Regulation • Executive Functioning

- | | | |
|--|--|--|
| | | <ul style="list-style-type: none">• Physical Literacy• Precision Teaching• Phonics Interventions• Supporting children to manage behaviour resulting from social, emotional or mental health needs• Supporting children with asthma; epilepsy; diabetes• Supporting children with Speech and Language difficulties• Supporting children with fine and gross motor skill development• Supporting children with conflict resolution• First Aid training |
|--|--|--|

<i>How will my child be included in activities outside the classroom including school trips?</i>		<p>Utmost care is taken to make sure that children with SEND are included in all aspects of school life, both in the curriculum and extra-curricular.</p> <p>Risk assessments and careful planning are used to ensure that all children are included in all activities in and out of school. Support assistants may be used to enable this.</p> <p>Parents are welcome to discuss any concerns with staff.</p>
<i>How accessible is the school environment?</i>		<p>The school has full wheel-chair access; however, access to the playground would require leaving the school grounds and re-entering via a different gate. This is because the school is on a hill and there are steps and steep ramps down to the playground.</p> <p>Where special resources are needed to support children with SEN, they are provided from the school budget.</p> <p>The school has blinds, or tinted glass in all classrooms.</p> <p>Breakfast Club and after-school clubs are accessible to children with SEN. Where there are children with HLN (with or without an EHCP) who wish to attend clubs, every effort will be made to ensure that funding is applied for in order to support them to do so.</p> <p>The Headteacher and SENDCo prepare evacuation plans for any vulnerable children who have SEND in the event of an emergency.</p>
<i>How will the school prepare and support my child to join the school or to transfer to a new setting /school?</i>		<p>Foundation Stage staff meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo and, where necessary, a meeting will be held with parents and other involved professionals to ensure the appropriate support is put in place for the child.</p> <p>Where children move school during their primary school career, every effort is made to ensure there is effective communication with the new school. Files containing SEN information are sent to the new school.</p> <p>Transition activities take place in the summer term for Year 6 children transferring to secondary school.</p> <p>Enhanced transition arrangements for children with SEN are put in place depending on need.</p>
<i>How are parents involved in the school? How can I be involved?</i>		<p>Parents/carers are equal partners in their child's education, we warmly welcome parents into school, and we encourage parents to come and talk to staff as soon as they develop a query.</p>

		<p>There are regular events for parents throughout the year, including sports events, concerts, community events (local walks or careers days), a Harvest, Christmas, Easter and end of year Service in church, and popular family fun Friday afternoons.</p> <p>Parents are represented on the Governing Body.</p> <p>Parents are encouraged to help their child with reading and homework.</p> <p>Parent evenings and parent information events provide further opportunities for communication.</p> <p>The school sends out newsletters regularly.</p> <p>Where the first language of parents/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required.</p> <p>Parents are invited to share their skills with us and are valued members of our school community and the Matlock Bath Holy Trinity team!</p>
<p><i>Who can a parent contact for further information?</i></p>		<p>If a parent/carer is considering whether their child should join the school, they should contact the Headteacher through the school office.</p> <p>The School SENDCo is Miss Vicki Parkin, who can be contacted through the school office.</p> <p>Derbyshire Local Offer is available online. http://localoffer.derbyshire.gov.uk</p>