

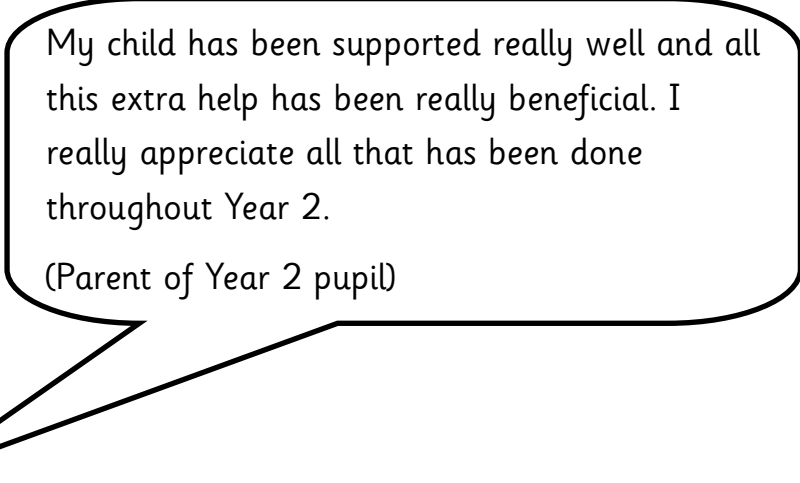
# Support for Your Child at Lord Deramore's Primary School

At Lord Deramore's we aim to provide a caring and supportive environment where every child matters and is valued equally. We want every learner to strive to '*be the best they can be*'. In order to develop their full potential, some children will need additional support for some or all of their time at school.

Children who are identified as requiring additional support may only need a short term intervention to help them 'catch up', but others may have a need or disability which affects their ability to learn in the longer term. In these cases, following consultation with parents/carers, they may be put on our Special Educational Needs and Disabilities (SEND) register which ensures all staff are aware of their needs and in some cases may enable us to access additional resources or arrangements to support their learning.

Children on our SEND register will range from those who need only a limited amount of support and adjustments to those who have severe and complex needs. Whatever their level of need may be, we believe parents/carers must be at the centre of the decisions made about how their child's needs are met. Parents/carers know their children better than anyone else and the relationship between parents and school is crucial in making sure each child reaches their potential. Parents/carers can expect to be involved in assessment of SEND and are regularly invited to review progress and be involved in the target setting process.

This document aims to inform you of the types of support available for your child at Lord Deramore's Primary School, to explain who can help if your child needs additional support, and how this support can be accessed.



My child has been supported really well and all this extra help has been really beneficial. I really appreciate all that has been done throughout Year 2.

(Parent of Year 2 pupil)

## How we identify Special Educational Needs and Disabilities (SEND)

At Lord Deramore's, we believe that staff, parents and outside agencies should work together to identify and support children with 'Special Educational Needs and Disabilities'. There are a number of interconnected routes by which a child with Special Needs may be identified.

### Observation and Assessment by Class Teachers

If our teachers think your child may not be making their age expected progress and consider this may be the consequence of a special educational need, they will discuss their concerns with you and with our Special Educational Needs Coordinator (SENDCo). Our SENDCo and SEND teacher may then carry out observations, implement more specific assessments and gather further evidence from school and home in order to establish the exact nature of the problem. This information will be used to help put in place the support required to best meet your child's learning needs.

### Parental Input

Parents know their children better than anyone else. If you tell us you think your child has a special educational need, your class teacher will discuss this with you. We will observe your child closely and assess what may be the cause of their difficulty. We will share with you what we find out and what we will do next. Our SENDCo and SEND team will support you and your child's teacher to make the best provision for your child.

### Input from a Pre-school or Previous School

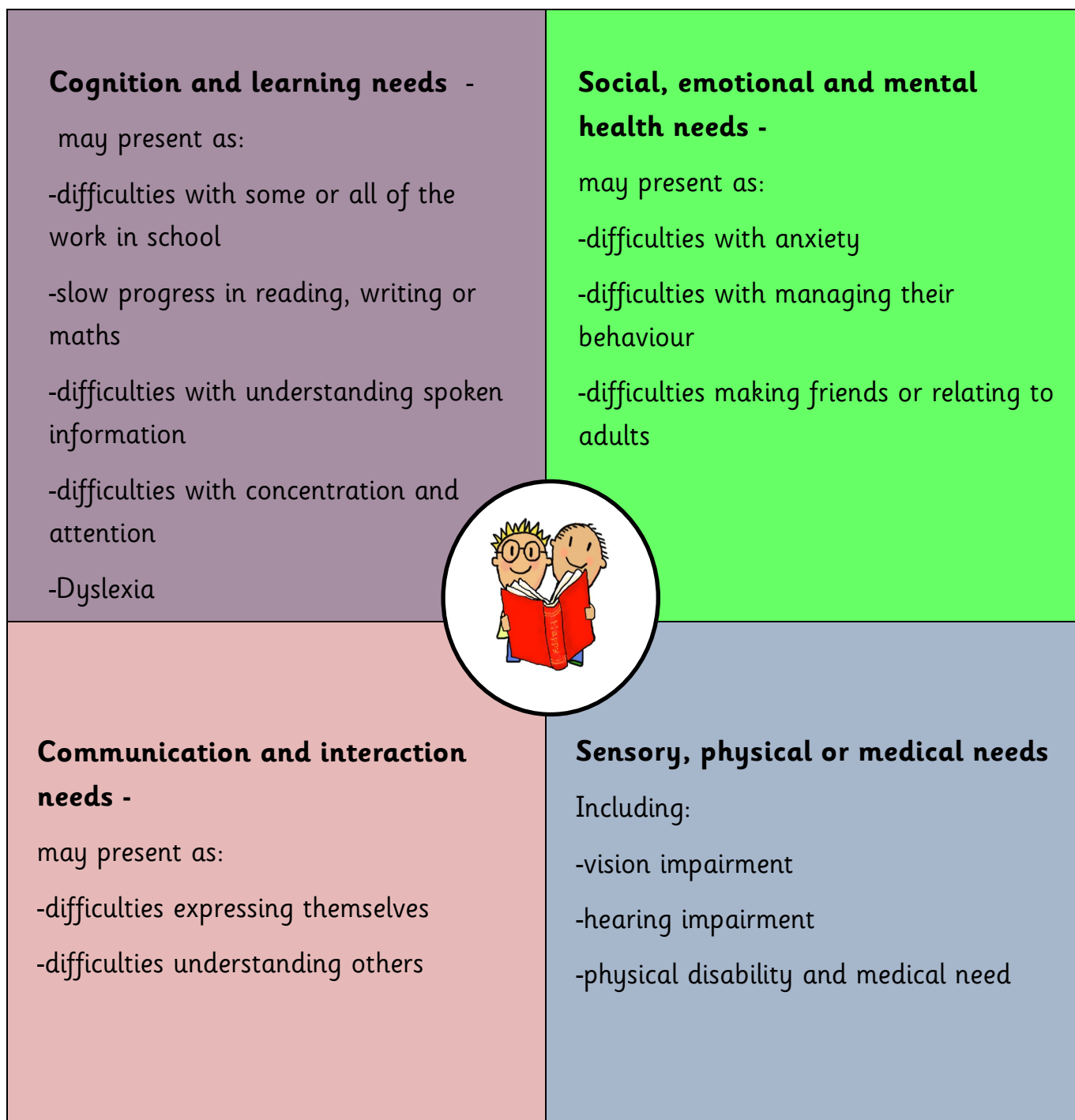
When a child has an identified SEND before they start at Lord Deramore's, we work with the people who already know about them and use the information already available to identify how we can meet their needs at our school.

### Input from a Specialist Outside Professional

Sometimes, with your consent, we may ask for help to assess and support your child from a professional other than a teacher such as a Speech and Language Therapist, an Occupational Therapist or an Educational Psychologist. This will never happen without your consent and you will be kept fully informed of their findings and recommendations.

## Categories of Special Educational Needs and Disabilities

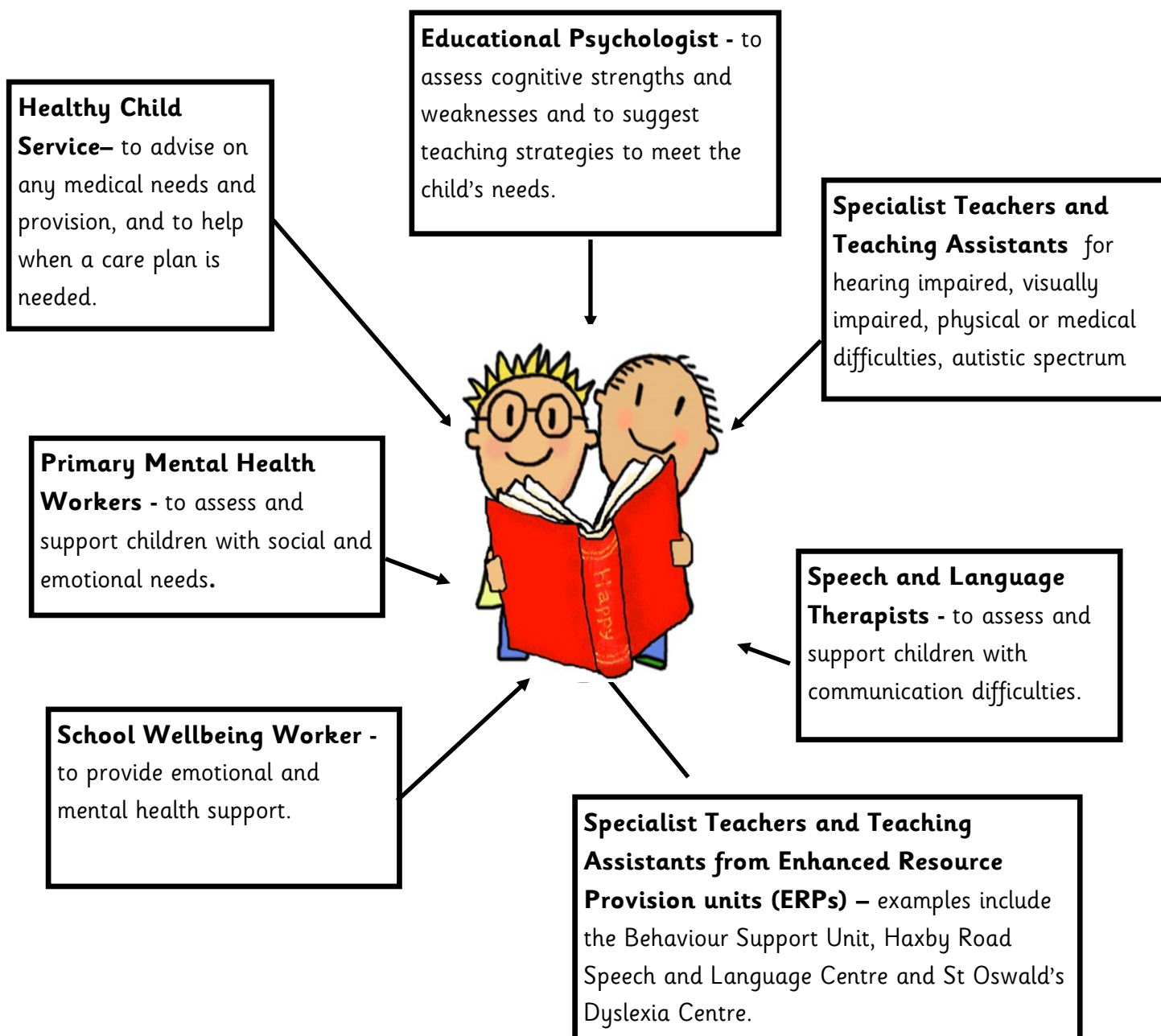
There are four broad areas of Special Educational Need



Some children may have needs which fall into more than one of the above categories. If a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals. In order to coordinate the views and advice of all those working with the child, a document called a '**My Support Plan**' will be produced. The views of parents are at the heart of this document; it is focused on what parents feel is important to support their child.

## Other professionals who may support a child with SEND

At Lord Deramore's we work closely with a range of different professionals.



The school supports me and helps me find a route through - we have regular meetings, the staff are very approachable and if I don't know something, I can always ask. In fact there is a whole team from school and beyond who are there to help, guide and support.  
(Parent of Year 4 pupil)

## How we adapt the curriculum so that we meet the needs of our children with SEND

All pupils at Lord Deramore's receive 'quality first teaching'. This means that a range of teaching styles and approaches are used and that learning objectives are matched to individual needs. Children have access to different types of support in lessons, and often work in small groups or one to one with a teacher or teaching assistant.

In addition, individual staff may attend training sessions to develop their understanding of particular learning difficulties/disabilities such as Dyslexia or Autistic Spectrum Condition. They will receive guidance from our SENDCo and SEN teacher to enable them to tailor their teaching to the specific individual needs of the child concerned. At Lord Deramore's we believe that a diagnostic label is only a starting point for planning support and we always view the child as an individual with their own particular learning style and needs.

Support for a child with SEND may take a number of forms including:

- Extra help from a Teaching Assistant in class
- Adjustments to the type and length of instructions given to the child
- Small group or individual support out of class (intervention)
- Alternative resources such as 'Help packs', specialised work stations, ICT access, visual prompts
- Support to manage own behaviour
- Individual Pupil Passports which specify in detail the goals set for the child and identify who will help them
- Emotional or pastoral support from Teachers, Teaching Assistants and Buddies (older children - friendly mentors who are there to help)

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

The quality and support of the SEND provision at Lord Deramore's has helped our child to progress massively and given them much more confidence. We are deeply grateful.

(Parent of Year 5 pupil)

The SEND teacher has given me guidance and resources to support my son at home.

(Parent of Year 3 pupil)

## **What if my child has more complex or severe needs?**

Sometimes it becomes clear that a child may have more profound needs and more specialist guidance and support is required. If your child's needs are more complex, we may suggest that we ask the Local Authority for a Statutory Assessment. From September 2014, all children who have significant special needs will undergo an Education Health and Care (EHC) Assessment. This may lead to an EHC Plan if it is decided that your child needs additional support beyond that provided through School Support. However, if their needs can be met through School Support, this will continue to be coordinated through a My Support Plan or a My Agreed Outcomes Plan.

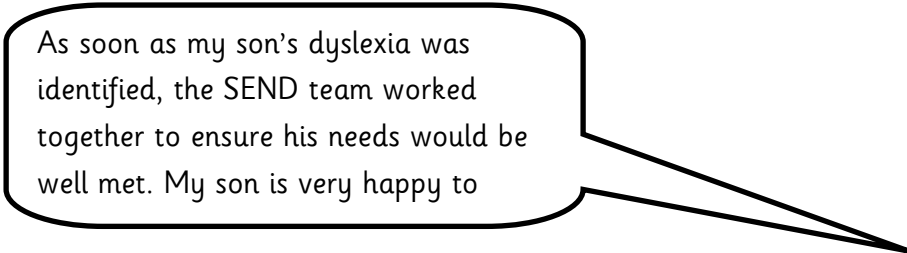
Both the Education Health and Care Plans and the My Support Plans are comprehensive working documents which aim to coordinate your child's needs (in the case of an EHCP this can be in place from 0 – 25 years of age). They will facilitate the long term input and coordination of the views and requirements of the pupil, parents/carers, school and other specialist professionals involved.

If your child is assessed as needing extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed annually, with parents, teachers, the SENDCo, the pupil and any specialist professional involved being invited to contribute to the annual review meeting.

## **How is my child's progress assessed and reviewed?**

At Lord Deramore's we work as a team to assess and review the progress of all pupils. We aim to ensure that every child achieves their full potential and becomes a confident learner. Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Children are monitored daily during lessons and assessments are carried out regularly. Teachers work together to check that their judgements are correct. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is on track to achieve their full potential.

In addition, teachers of children with SEND review personal targets termly and discuss these with parents/carers. Your child's teaching assistant will work closely with the class teacher to implement targets and support work set. Our SENDCo and SEND teacher will oversee provision for any children with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure that your child's needs are being met. Children who have an Education Health and Care Plan or a My Support Plan will also have an annual meeting to review their needs and provision and update these documents.



As soon as my son's dyslexia was identified, the SEND team worked together to ensure his needs would be well met. My son is very happy to

## **How do I get a place at Lord Deramore's for my child with a disability?**

Arrangements for the admission of pupils with disabilities are in accordance with the City of York Admissions Policy. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will use its best endeavours to make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to our SENDCo prior to admission to discuss any reasonable adjustments required so that we can plan accordingly.

## **How will school respond to the impact of Covid disruption on my child's learning and well-being?**

At Lord Deramore's we believe that a good mental health is the keystone to learning for all pupils including those with special needs. We want all children to re-engage and catch up but an anxious child cannot learn so wellbeing will be at the heart of our planning.

As well as universal approaches taken from Professor Barry Carpenter's Recovery Curriculum and from resources produced by the local authority's educational psychology service, staff will identify any specific individual needs which emerge. Following consultations with parents, we may arrange provision via Mrs Lee our experienced ELSA (Emotional Literacy Support Assistant). If necessary we may also make referrals to outside agencies such as the School Wellbeing Service or our Educational Psychologist. As always, we encourage parents to discuss any concerns they have about their child's well-being with the class teacher.

In terms of learning, staff will assess all children to identify gaps in their learning and development and allocate relevant provision. Children with identified SEN or other vulnerabilities will be prioritised in terms of the allocation of catch up funding. In the event of temporary school closure, guidance and resources for home learning will be overseen by the SENDCo and our TAs with SEN specialisms.

### **Our SEND Team**

Our team is made up of the SENDCo SEND teacher Jane Hitchon, James Rourke Headteacher and Teaching Assistants with particular SEN specialisms. Our school governor who is responsible for liaising with our SENDCo and the Governing Body is Sue Perutz.



Visit the Local Offer to find out what is available in York for children & young people with special educational needs/disability

<http://www.yor-ok.org.uk/localoffer>