

HOWITT PRIMARY COMMUNITY SCHOOL



Special Educational Needs or Disabilities Report 2025 - 26

SEND Information Report

Howitt Primary School SEND report

At Howitt Primary Community School, we aim to be as inclusive as possible. Pupils with SEND will take part in the activities of the school together with pupils without SEND, whenever possible. This includes children who are Looked After by the local authority and have SEND needs.

The school will aim to meet the needs of children with the following SEND:

- Communication and interaction, for example, *autistic spectrum disorder, Asperger's syndrome, speech and language difficulties.*
- Cognition and learning, for example, *dyslexia, dyspraxia*
- Social, mental and emotional health, for example, *attention deficit hyperactivity disorder (ADHD)*
- Sensory /physical, for example, *visual impairments, hearing impairments, processing difficulties, epilepsy.*
- Moderate/severe and multiple learning difficulties

A glossary of the most used SEND terms is available at the end of the document.

Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?

The SENDCO – Ellinor Edgeley ellinore1@howitt.derbyshire.sch.uk

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent or carer are
 - i. involved in supporting your child's learning.
 - ii. kept informed about the support your child is receiving.
 - iii. involved in reviewing your child's progress.
- Liaising with the outside agencies who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.

- Working alongside the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The Senior Management Team

Responsible for:

- The strategic vision of SEND and inclusion across the school.
- Leading the educational development of the school and ensuring that each student's educational programme meets their individual needs.
- Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

The Governing Board

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring that the SENDCO involves suitable agencies to support the learning of SEND pupils wherever necessary.

The SEND governor

Responsible for:

- Helping to raise awareness of SEND issues at governing board meetings
- Working with the headteacher and the SENDCO to determine the strategic development of the SEND policy and provision in the school

What support is available for my child with SEND at Howitt Primary Community School?

Quality first teaching by class teacher (Quality First Teaching)

For your child this would mean:

- The teacher has the highest possible expectations
- All teaching is based upon building on what your child already knows, can do and can understand
- Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn
- Progress is formally assessed and recorded 3 times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed
- Some additional individual or small group support may take place, either in the classroom during class time, or outside of whole-class learning

Targeted interventions (Targeted Support)

- These may be run in the classroom or in sessions outside of whole-class learning
- They may be delivered by a teacher, a teaching Assistant (TLA) or a higher level teaching assistant (HLTA) who has had specific training to run these groups
- We have a positive support TLA and keyworker teaching assistants, who work across the school to support children with behavioural or emotional needs
- Children will engage in group or individual sessions with specific targets to help them to make progress
- All interventions are planned under the guidance of the SENDCO and class teachers
- All interventions are monitored and reviewed by the SENDCO and class teachers

Specialist groups run by outside agencies (Targeted Support)

This may be from Local Authority central services such as:

- Support Service for Schools (including SSEN, Behaviour support, Autism Outreach support)
- Support Service for Visual Impairment (SSVI) or Support Service for Hearing Impairment (SSH) or Physical Impairment
- Speech and Language Therapy service (NHS service)
- Educational Psychology service
- Occupational Therapy/ Physiotherapy (NHS Service)
- CAHMS/Elm Foundation/Derbyshire WISH
- School nurse
- Family Support

For your child this would mean:

- You may be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - i. Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better
 - ii. Setting clear targets which will be reviewed and used to evaluate progress.

- iii. Running an intervention group led by school staff under the guidance of the outside professional.
 - iv. Running an intervention group or individual work directly with the outside professional
- If a child does not respond to the above support and to interventions over time, which are highlighted during progress review meetings and completed tracking sheet with staff, they will receive a SEN support plan (IEP). This document will outline the child's needs, and targets will be set alongside the pupil, parents and external agencies, using the graduated approach of 'Plan, Do, Assess, Review' This is done in preparation for an application for Inclusion Funding or an EHC plan (please see below).

Specified Individual support (Specialist Support)

- This is provided for children via an **Education Health and Care Plan (EHCP)**. EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and lifelong.
- Children will continue to receive
 - i. Quality First Teaching
 - ii. Targeted Interventions
 - iii. Support from outside agencies such as SALT, EP, OT

In addition to this:

- The EHC Plan will outline the number of hours of individual or small group support your child will receive, and how the support should be used.
- An individualised curriculum where appropriate.

The local authority local offer

The Derbyshire Local Offer Web site contains full information of the services available to children, young people and their families under the Derbyshire Local Offer.

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

How will we support your child with identified SEND starting at school?

- You will be invited you to visit the school with your child to have a look around and meet the Headteacher and class teacher.
- You will also be invited to an induction meeting in which details of your child's needs are noted, and in which you can ask questions relating to the school.

- If other professionals or outside agencies are involved in supporting your child, a Team around the family (TAF) meeting may be held to discuss your child's needs and to share strategies that are used.
- The SENDCO and class teacher may wish to liaise with the current setting your child attends if applicable.
- We may suggest adaptations to the transition period to help your child to settle more easily.
- The staff will closely monitor the progress the child makes and discuss this with you.

How can I let my child's school know if 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 the class teacher requires additional advice or support, they will contact the SENDCO.

How else may a child be identified as having a specific SEND learning difficulty?

- The teacher continually assesses the needs of all children in their class
- Every child is formally assessed three times per year.
- Progress meetings are held three times a year with teaching staff and the senior leadership team. We discuss the progress of all children and identify any children who are not making their best possible progress.
- The SENDCO monitors progress of children and liaises with class teachers.
- Interventions are then planned and set for the children
- These are reviewed and if a child has not responded to the intervention, we will speak to the parents.
- If a child continually requires a significant amount of support and does not respond to interventions and support from outside agencies, they will receive a SEN Support Plan (IEP). This document will outline the child's needs in preparation for Inclusion funding or an EHC Plan.
- A meeting will then be set with the parent, the class teacher and the SENDCO and referrals to relevant outside agencies may be made.

How will the school let parents know if they have any concerns about a child's learning?

- If your child is identified as having potential SEND, the school will set up a meeting to discuss this with you in more detail.
- Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have.
- The school may suggest that your child needs some agreed individualised support in school. They will tell you how the support will be used and what strategies will be put in place.

- If further investigating is needed, a meeting will be set with the SENCO who will discuss the next steps with you.

How are the staff at Howitt Primary Community School supported and trained to work with children with SEND?

The SENDCO will support the class teacher in planning for children with SEND.

- A programme of staff training is set in the school. This may take place during INSET days, or it may occur for specific groups of teachers or teaching assistants, during the term. It may focus on specific areas of need such as SALT, ASD etc. Individual teachers and support staff attend CPD training courses run by outside agencies that are relevant to the needs of specific children in their class e.g SSEN.
- Individual training for an identified staff member may be put onto place, linked with the needs of an individual child with SEND.
- Training needs may be identified through the school's rigorous performance management process.

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences
- Specially trained support staff can implement the teachers modified/adapted planning
- Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners
- Teaching will include any targets or suggestions made by outside agencies, when appropriate.

How does Howitt Primary Community School measure my child's progress and how will I know?

- Your child's progress is continually monitored by his/her class teacher.
- Their progress is reviewed formally three times per year.
- Children have maths and English targets, which are continually marked against and re-set.
- Parent consultations are held twice a year and your child's targets are then shared with you.
- Formal end of year reports are provided.
- SALT targets are reviewed termly by the therapist and are shared with the parent/carer.

- If your child has an EHC plan there will be regular meetings to discuss and review progress and set new targets where applicable.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, who are involved with your child's education.
- For children working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 or key stage 2, the engagement model will be used to support teachers and staff involved in assessing the progress of these pupils.

How will Howitt Primary Community School support me as a parent of a child with SEND?

- There are daily opportunities to talk to your child's class teacher; after school is the best time, or ask to meet them.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have.
- Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.

Is Howitt Primary School physically accessible to children with SEND?

- The school is accessible to children with physical disabilities with ramps in place into school and into classrooms.
- We have three accessible toilets.
- We have a sensory room and a nurture room available for targeted children such as those with ASD, emotional or sensory needs.
- We also have our own forest schools area within the school's grounds.
- School works closely with SEN support services to acquire the necessary equipment is provided for children.

How will Howitt Primary School support my child when they are leaving this school, or when moving on to another class (transition)?

If your child is moving to another school:

- We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
- Where possible we will support a visit to the new school in advance of the move
- We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher

- Your child will have the opportunity to visit his/her new classroom and meet his/her new class teacher before the move.

In Year 6:

- If your child has an EHC plan, the SENDCO from the secondary school will be invited to attend the annual review or a transition meeting
- We will run transition sessions for your child to attend, which will support their understanding of transitions and any changes ahead
- Where possible your child will visit their new school and in many cases staff from the new school will visit your child in this school

Complaints about SEND provision

- If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure.

Glossary

ADHD	Attention Deficit Hyperactivity Disorder	ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder	ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional & Social Difficulties	CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service	CoP	Code of Practice
CP	Child Protection	DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language	EP	Educational Psychologist
FSM	Free School Meals	HI	Hearing Impairment
IEP	Individual Education Plan	ISR	In school review
KS	Key Stage	LaC	Looked After Child
LA	Local Authority	MLD	Moderate Learning Difficulty
NC	National Curriculum	OT	Occupational Therapy
PSP	Pastoral Support programme	SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disability	SENCO	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty	VI	Visual Impairment