

# FLANDERWELL PRIMARY SCHOOL



## Special Educational Needs and Disability Information Report 2024-2025

**The name and contact details of the SENCO and further contacts where parents/carers may have any concerns:**

SENDCo – Tina Otter

Designated Safeguarding Lead/ Inclusion Manger – Karen Sheriff

Head Teacher and Deputy Safeguarding Lead – Adam Cornes

All can be contacted at 01709 546771 or

On the school email address [flanderwell@flp.dsat.education](mailto:flanderwell@flp.dsat.education) or

On the designated SENDCo email address [sendco@flp.dsat.education](mailto:sendco@flp.dsat.education)

## Section 1.

### **The types of special educational needs that are provided for at Flanderwell Primary School.**

At Flanderwell Primary School we pride ourselves on our inclusive nature and ethos. It is our primary aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the Local School Board. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. We are happy to make provision for any kind of SEND and will make the reasonable adjustments possible to include all pupils and parents/carers in our school.

**There are 4 main categories of need outlined in the SEND Code of Practice (Sept 2014):**

**Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which pose challenge to making sense of language or understanding how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as English or Maths.

**Social, emotional and mental health** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their or other children's learning, or that have an impact on their health and well-being.

**Sensory and/or physical** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Special education provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the adapted, scaffolded approaches and learning arrangements normally provided as part of high-quality teaching and learning within the classroom. It may take the form of additional SEND support from within the setting or require the involvement of specialist staff or support services from multi-agencies, outside of the setting.

Flanderwell Primary has a graduated response in place to identify the need for and secure such provision, whether through expertise and resources available within the school or by drawing upon support from outside services, multi-agencies.

## Section 2.

### How do we identify children and young people with SEN and assess their needs?

The following policies are relevant to the assessment and identification of SEND

- SEN Policy
- Behaviour and Inclusion Policy
- Equality and Diversity
- Accessibility Plan
- Equal Opportunities

Procedures for identifying pupils with SEND and for monitoring their progress are clear, effective and straightforward. All procedures will take account of the current SEND guidance. The identification of SEND pupils is part of the school monitoring of progress strategy:

- Levels of attainment are measured on entry.
- Levels of progress are monitored and reviewed at regular intervals throughout the year and at the end of each key stage.
- Where pupils are falling behind or making inadequate progress, learning opportunities will be scaffolded and adapted, to meet individual needs.
- At this stage, teachers may suspect a pupil has SEND needs. The pupil's response to support and scaffolding can help identify their particular needs, or decide whether they simply need a catch-up, or booster intervention, to address gaps in learning.
- Where a pupil continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher will liaise further with the SENDCo. A decision will be made whether to refer to an external agency, for additional advice. Where this is the case, further intervention is planned, with advice from within the school and possibly from external agency assessments and interventions, if external advice has been sought. This is part of the graduated response to presenting need/s.

Concerns may also be expressed by parents and carers, or by other staff members in school. Linked professionals who are involved with the child, such as a Doctor, a Health or a Social Worker, may equally have noticed something about the child's behaviour, development or performance that may not have been apparent in school. This will all be taken into consideration into how best to meet a child's needs.

Regular communication with parents/carers will also help to identify any SEND issues at the earliest opportunity and will allow appropriate action to be taken to support pupils. Parents/carers will be fully informed at every stage of identification and the views of both parents/carers and pupils considered.

Every pupil has their progress closely monitored through an assess, plan, do and review cycle to address any identified needs, holding regular pupil progress meetings

and parent/carer meetings. Initial discussions will take place with the class teacher and extra provision will be planned for.

Children who are not making expected progress may need additional interventions or support: If a pupil requires further intervention, then the use of an Individual Education Plan may be implemented with the involvement of the SENDCo.

The school can also involve more specialist advice from...

Specialist Inclusion Team, Educational Psychologist, Speech and Language Therapist, School Nurse, CAMHS, Aspire Outreach, Visual or Hearing-Impaired Team or other relevant agencies

Please see SEND Policy for a more in-depth, current list of involved external agencies.

If appropriate, the school will support parents/carers and pupils, within a graduated response of need. If it is felt more support is necessary for a child to make good progress, a Statutory Assessment of Need may be requested from the SEN Assessment team, working towards an Education Health and Care Plan (EHCP) application.

### **Section 3.**

#### **How do we consult with parents/carers of children with SEND and involve them in their child's education?**

At Flanderwell Primary School we believe the best results are achieved by working in partnership with parents and carers, by respecting and valuing their wishes, feelings, when assessing and planning to meet their children's special educational needs and disabilities.

Parents and carers of pupils with special needs will be given the same information and chances to share in their children's progress as all parents and carers. In addition to this, parents/carers of pupils with special needs may require and expect information in the following:

- The school SEND policy.
- The SEND support available from both the school and the Local Authority.
- The SEND assessment and decision-making procedures.
- Other services provided by the Local Authority for Children in Need.
- Local and national voluntary organisations which may provide advice and counselling.
- The work of parent/carer partnership services. E.g. SENDIASS, Rotherham Parent Forum etc.

The school values highly a partnership with parents/carers in obtaining the most effective provision for pupils with special needs. This partnership includes:

- The school explaining to parents/carers its concerns about their children's special needs and strategies that may be used to meet their needs
- The school responding quickly to parent/carer concerns about their child's special educational needs
- Parents/carers responding quickly to the school's request for their involvement in meeting their children's special needs

The school and parents/carers having joint meetings to set clear goals, discuss the support necessary, review progress and identify the responsibilities of the parent/carer, the pupil and the school. This should provide an opportunity for the parent/carer to share their concerns and, together with the teacher, SENDCo, discuss their aspirations for the child.

## **Section 4.**

### **How do we consult with young people with SEND and involve them in their education?**

We believe that a partnership with pupils is essential in relation to SEND and that pupils have the right to be involved in decision making about their own special educational needs.

We recognise that effective action for SEND pupils will depend on close co-operation between the child and their family, school and other services and agencies.

Children are informed about and involved in setting their own targets whenever possible. They are supported to achieve them and to know what they need to do to achieve them. Children are involved; wherever possible and appropriate, in the discussions between parents/carers, class teacher and SENDCo. This could be through involving the child in all or part of the review meeting, or by gathering the child's views or child's voice as part of the preparation for review meetings.

Following meetings, the SENDCo will inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the pupil's SEND records as appropriate.

## **Section 5.**

### **What are the arrangements for assessing and reviewing outcomes, including the opportunities available to work with parents/carers and young people as part of this assessment and review?**

Following identification and initial strategies of support if progress is still of a concern, it will be necessary to:

- Discuss this with the pupil's parents/carers and collect relevant information
- The SENDCo will register the pupil's special educational need
- If necessary, the SENDCo, class teacher and parent/carer discuss what support can be given to help the child overcome their learning barrier. This might be something specific to the child in the form of an Individual Education Plan (IEP) or as part of one of the group interventions operating in school.
- Wherever possible, the support will be provided in class, through good quality teaching.
- Progress is monitored regularly at review meetings and at parent/carer evenings.
- A child centered review meeting considers the progress made by the pupil, the effectiveness of any extra support received and an agreement on what needs to happen next.
- Children are involved; wherever possible and appropriate, as outlined in Section 4 above.
- Education Health Care Plans (EHCPs) are reviewed against outcomes annually following the statutory guidance, which includes the full involvement of the parent and child, and any involved professionals. School will forward all amendments to provision and projected outcomes to the Education Health Care Team.

### **Use of data and record keeping:**

Provision made for pupils with SEND is accurately recorded and kept up to date on their IEPs and also recorded on class timetables and a school provision map. The IEP forms part of regular discussions with parents/carers about their child's progress, expected outcomes from the support and planned next steps. This forms part of the graduated response to need for the child; accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.

Recording information on the provision map enables the SENDCo to maintain an overview of both individual pupils and provides a basis for monitoring the levels of intervention and the impact of specific programmes upon learning outcomes and

progress.

The SENDCo will track and monitor SEND pupils' progress and data using the electronic data system Eazmags, which allows for a number of reports to be created over time. Documentation will be kept in the child's SEND folder and on the school's SEND drive. This enables effective transfer when necessary.

## **Section 6.**

### **How do we support transition arrangements for pupils?**

To support the transition into Foundation One or Two, we provide the following: home/current setting contact and visits, information packs, Welcome meetings, stay and play sessions, pre-emptive meetings for children with identified additional needs as necessary - involving parents/carers, class teacher, SENDCo and relevant involved, external agencies.

Transition from EYFS to KS1 and KS1 to KS2 are internal transitions within the school. Children are introduced to their new setting before the start of term so they are familiar with the changes. If necessary parents/carers are involved in this process.

For more bespoke transitions for learners who may find transitions difficult, school can provide photobooklets of the new staff and classrooms/ social stories to manage these changes more effectively. Receiving and current teachers, alongside the SENDCo, plan time to share presenting needs and data. The current class teacher will also plan and share the transitional IEP, with tight targets, in advance of the new school year.

Transition from primary to secondary education follows the receiving school's secondary transition plan which usually includes:

- Exchange of achievement and predicted data
- SEND review and exchange of information
- Transition programme of visits and experiences
- Additional Enhanced Transition Package for identified learners
- Parents/carers' evenings
- Members from the receiving school are invited to annual review and termly review meetings for learners with SEND Support/EHCPs.

To support transition to alternative specialist provision, we support parents/carers initial visits, put in place meetings to share information with the new setting, and hand over appropriate information at the earliest opportunity.

Other settings with pupils joining us usually share their information with us and we will consult with parents/carers, the previous setting and possibly the local authority about the SEND provision required.

## **Section 7.**

### **How do we approach teaching children and young people with SEND?**

At Flanderwell Primary School our aim is to provide high quality first teaching in line with 2014 SEND Code of Practice.

All staff, whatever their role within the school have a duty to promote the equality of opportunity for all of our pupils and positive attitudes towards all pupils.

Quality first teaching is always inclusive. Our approach to teaching and learning aims to meet the learning styles and needs of all the children. Suitable resources are chosen to sensitively motivate children with additional needs. We understand that meaningful

participation will take place in the least restrictive environment, and therefore adjust our practice accordingly to ensure equitability.

We support the children within the class to involve and engage them through quality first teaching and with additional support from key adults and support staff when and where appropriate. We strive to ensure that all pupils make appropriate levels of progress.

### **Additional support for learning that is available to students with a special educational need and/or disability:**

#### **Scaffolding**

- Class teachers are responsible for meeting the needs of all the pupils in their classroom using appropriate resources, including the allocation of supporting staff, as a resource
- Class teachers should set high expectations for every pupil including challenging targets
- All lessons should be planned to address potential areas of difficulty and accessibility, ensuring an inclusive approach to remove potential barriers to every child achieving.

#### **Support Staff**

In addition to quality first teaching and an adapted, scaffolded approach, pupils with SEND may also require additional support for their learning needs from supporting staff in the classroom. The general objectives of in class support are that supporting staff...

- are actively involved within the classroom
- adjust activities according to pupil response, to ensure appropriate scaffolding and challenge
- monitor pupil response to learning activities and feed back to teacher
- show specific subject knowledge through use of targeted questioning
- promote positive climate to learning and establish positive working relationships
- promote and encourage independent learning and resilience, by stepping in and also by stepping back
- have a good working knowledge of SEND learning barriers and targets and support accordingly
- foster emotional regulation using appropriate methods
- work alongside/in tandem with, but do not replace the role of the Teacher in planning and delivering lessons for learners with SEND

There may also be circumstances when individual or small groups of pupils may need to be withdrawn from their classroom, for carefully selected, small-group and 1-1 interventions, that complement the high quality first wave teaching and learning in class. An example of this could be eg a 1:1 Speech and Language programme, where a quiet space is needed for effective delivery. These will be evidenced and reviewed for progress. Such provision will be shared with parents/carers at the review meetings. However, the majority of support is always accessed within the classroom.

## **Section 8.**

### **How do we adapt the curriculum and the learning environment of children and young people with SEND?**

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non- disabled peers.

Specifically, it is imperative that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves inclusion, support and differentiation at all levels in all areas of the curriculum to provide appropriate challenge to all, as outlined above. Support is put in place within class and where appropriate through carefully selected out of class interventions and group work. Children on the SEND register may also have time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They may also need specific resources to engage them, or to allow them to access the curriculum, dependent on their needs.

At Flanderwell Primary School, we ensure every effort is made to allow pupils with SEND to access the curriculum. Our ethos is based on:

- Leaders and teachers having a high curriculum ambition for pupils with SEND
- Leaders and teachers making sure pupils with SEND participate in all curriculum activities on offer
- The curriculum catering well for pupils with SEND
- Leaders and teachers improving provision for pupils with SEND and ensuring the curriculum is adapted if necessary

Our whole school approach is the ambition that SEND pupils will make exceptional progress. Therefore, our aim is that:

- All learning is made accessible
- All lessons are fully inclusive
- Subject knowledge is secure
- Children's learning barriers are established and overcome
- Staff are trained on how to support all learners effectively
- Depth of learning comes before breadth
- Links in learning are reinforced and practiced thoroughly
- Children learn how to learn, and demonstrate good learning behaviours
- The development of language is key

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of pupils with special needs and/or disabilities covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The provision for SEND pupils including termly reviews
- Individual pupil progress
- Use of delegated funds
- The performance of support services



## **Section 9.**

### **How equipment and facilities to support children with SEND are secured?**

The whole school learning environment may require physical modifications - for example, ramps for wheel chair access, handles to support independence in toilet areas. We ensure that we work closely with pupils, parents and medical professionals to ensure the classroom layout and seating arrangements suit pupils with Sensory/Physical, Visual or Hearing impairments.

Classroom layouts may need altering, to enable access for a wheelchair or K-walker. Provision may also differ at break or lunch times, dependent upon need. Resources are secured that promote all aspects of inclusion, including access to learning, these might range from simple pencil grips, reading overlays, sloped writing boards, to training for supporting staff, or an iPad with specialist software to mirror white-board images.

Arrangements are made if physiotherapy exercises are needed, or alternative seating and appropriate adult support is given to those who need it while moving around school.

We work towards consistent visual symbols and resource labelling to provide pupils with clear signage around school and towards being an accredited Communication Friendly setting.

We liaise regularly with parents, pupils and with involved professionals, to identify specific equipment and necessary adaptations to the environment to ensure equitability of access.

## **Section 10.**

### **How does the expertise and training of staff support children and young people with SEND, including how specialist expertise is secured?**

The SENDCo, the Inclusion Team and Senior Leadership Team facilitate and co-ordinate the whole school approach to all aspects of Special Educational Needs.

#### **SEND Co-ordinator**

Tina Otter is the named SENDCo

The key responsibilities of the SENDCo include:

- Developing and overseeing the implementation of the school's SEND strategy and policy, including updating the local SEND offer annually
- Making referrals and liaising with external agencies to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- Working closely with parents, classroom teachers, the school leadership team and relevant external agencies to coordinate provision for children with SEND
- Liaising with transitional providers
- Providing regular updates on pupil progress through pupil progress and parent meetings
- Advising on a graduated approach to providing SEND support
- Managing and advising on resources for SEND provision
- Developing and maintaining systems for keeping pupil records, ensuring information is accurate and up to date
- Analysing school, local and national data and develop appropriate strategies and interventions

- Managing teaching assistants and support staff to improve pupil progress and attainment
- Attend relevant training courses, cluster and Diocese of Sheffield Academy Trust meetings, to keep informed of current and future developments, keeping up to date with national and local policies related to SEND and cascade information to colleagues.
- Liaising with the Local School Board and the Diocese of Sheffield Academy Trust to ensure that the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements

Pupils with special educational needs and their families, have the right to be supported by high quality and skilled professionals.

Teaching staff are required to:

- Develop an understanding of all the presenting needs and the educational, social and personal implications for the pupils in their class
- Develop their teaching expertise to recognise and overcome barriers to learning for identified pupils.
- Develop a secure knowledge of inclusion, scaffolding and differentiation to provide high quality and learning for all pupils.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.
- Be trained in the effective use of support staff as an important resource
- Plan for learners with SEND, and be responsible for their progress and wellbeing.

All teachers and supporting staff who are required to meet specific need will receive specific training, as appropriate

Generic SEND training is planned into the whole school CPD programme and delivered through staff meetings and INSET days by SENDCo or external providers. As part of their professional development, as above, all staff receive training to assist in supporting pupils of all abilities, which directly addresses the development of expertise in SEND.

Some of this professional development will consist of the exchange of best practice between schools. Support staff are trained in specific strategies and pedagogies, as appropriate to the learners presenting needs, eg. downs syndrome, tube feeding, moving and handling procedures or visual impairments. Training has been delivered to all staff on the themes of Sensory needs, the graduated response, phonics and scaffolding learning.

Specific training on specific themes such as Moving and Handling, Makaton, dyslexia, dyscalculia etc. takes place over the year, on a needs basis as staff continue to effectively support learners moving through school.

The school purchases a Service Level Agreement support package from the Specialist Inclusion Team (SIT), which includes Support for learning and Autism, and also from the Educational Psychology Service (EPS). We also seek specialist advice from...

- Speech & Language Therapy Service – offering support via SPLT programmes, or blocks of speech therapy within school for identified learners with a Speech, Language and Communication Need.
- Hearing Impaired service – offering hearing tests and support for identified learners with a hearing impairment.
- Visually Impaired service – offering sight tests and support for identified

- learners with a visual impairment.
- Physiotherapy and Occupational Therapy Services for identified Learners with a physical disability.
- Aspire Primary Outreach services – a specialist service to support learners with Social, Emotional and Mental Health presenting needs.
- Therapeutic Services - agreed tailored support for identified learners with Social, Emotional and Mental Health presenting needs.
- Children and Adult Mental Health Services – services accessed via a referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs.
- (Barnados) Youth Justice Service - service accessed via a Social Care referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs.
- (Barnados) The Junction Project – a support service for Young Carers and for identified learners (age 7+) with Social, Emotional and Mental Health presenting needs.
- Child Development Centre (CDC)
- Early Help – a first step service for supporting children and families
- 0-19 Integrated Public Health Nursing Service – A service that provides extra support when families need it, around the Healthy Child Programme
- Specialist Nursing teams, who support identified children with specific medical needs, e.g. Cystic Fibrosis and other complex care needs.
- Primary Inclusion Panel
- Virtual School

Termly meetings are held with the Specialist Inclusion Teacher, and with the Educational Psychologist to review the previous terms support and to plan for the next term. The SENDCo also attends the termly SENDCo Network Meetings led by the Local Authority, and the SENDCo Hubs within the Diocese Sheffield Academy Trust.

## **Section 11.**

### **How do we evaluate the effectiveness of the provision made for children and young people with SEND?**

In addition to the review process, the class teacher creates Individual Education Plans which feed into the school provision map, to ensure that the needs of all SEND children in class are being met. These are reviewed termly and targets shared with parents. Pupil progress continues to be measured and recorded to assess the impact of the support and interventions by:

- Measurement against starting point or Baseline
- Measurement against previous rates of progress
- The attainment gap between the child and their peers

Termly pupil progress meetings and intervention logs assist this process. If progress is not sufficient, alternative arrangements are discussed at review points or earlier and made. This may mean an alternative intervention or the need to refer on to other agencies. If appropriate, the SENDCo and parents may request a Statutory Assessment of Need.

## **Section 12.**

### **How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

Wherever possible, children are taught inclusively together with appropriate scaffolding and support, to allow them access the curriculum. It is very rare that we are unable to make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

Pupils are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part.

All needs are shared with teachers and any external providers. If required, risk assessments are completed and shared with those leading the event, activity or visit.

The school also plans continually to increase and improve access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the full curriculum
- Improving the environment in terms of accessibility
- Improving the delivery of information in a variety of ways
- Considering the sensory and physical needs of pupils in the classroom
- Considering and then overcoming barriers to communication with peers

## **Section 13.**

### **How are pupils supported for improving emotional and social development?**

We recognise that pupils with SEND may also have an emotional and social development need. At Flanderwell Primary School, we teach PHSE and RSE through the coordinated JIGSAW scheme. The Behaviour and Inclusion Policy and Safeguarding Policy are robust.

The SEND pupil voice is also fully represented through the Pupil Leadership Team.

**Pastoral support:** The Safeguarding and Pastoral Lead and the wider Inclusion team of supporting staff offer pastoral, day to day support and run personalised pastoral programmes, such as ELSA, the Emotional Literacy Support Programme. We also access the following external agencies:

#### **Rotherham Educational Psychologist Service:**

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with pupils and also give expert advice to parents/carers, teachers and supporting staff. Within the school, the Educational Psychologist Service provides a wide range of services including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence-based interventions. They provide advice and contribute to the Education Health Care Plan process.

#### **Other external agencies supporting Emotional and Social Development:**

- Aspire Outreach services – a specialist service to support learners with Social, Emotional and Mental Health presenting needs.
- Therapeutic Services - agreed tailored support for identified learners with Social, Emotional and Mental Health presenting needs.
- Children and Adult Mental Health Services CAMHS – services accessed via a referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs. Getting Advice Pathway - 01709 304808  
[rdash.camhsgettingadvice@nhs.net](mailto:rdash.camhsgettingadvice@nhs.net)

- (Barnados) Youth Justice Service - service accessed via a Social Care referral and triage service for identified learners with Social, Emotional and Mental Health presenting needs.
- (Barnados) The Junction Project – a support service for Young Carers and for identified learners (age 7+) with Social, Emotional and Mental Health presenting needs.
- Early Help – a first step service for supporting children and families
- 0-19 Integrated Public Health Nursing Service – A service that provides extra support when families need it, around the Healthy Child Programme

#### **Section 14.**

#### **How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

The school involves other agencies (Please see list bullet pointed in section 10) as and when it is appropriate. Referrals for specific learning difficulties are completed with parent/carer permission. The service will come and complete an assessment and/ or observation with the child and then write a report. After discussing the report with the parent/carer, teacher and SENDCo, a package of support will be implemented if necessary with measurable outcomes.

#### **Specialist Inclusion Team:**

The SI teacher visits school regularly. She will observe identified pupils in class and work 1:1 with them to complete assessments if appropriate. She makes assessments of the children's progress, academic level and social interaction, as well as identifying potential barriers to learning which helps to inform future next steps and targets, on Individual Education Plans

She liaises with the class teacher and may attend termly or Annual review meetings. She also provides resources and ideas for enhancing the provision in class. At our request and with parent/carer consent, she will observe any children for whom we have concerns. She is a regular point of contact for advice on any SEND matters.

#### **School Nurse/ 0-19 Service:**

We work in partnership with the Rotherham School Nursing/0-19 Service to meet the medical and health needs of the children and their families.

#### **Child Development Centre:**

The CDC encompasses a multi-disciplinary team including expertise in Paediatrics, Psychology and Education who facilitate assessment and care planning for children up to the age of five with developmental delays in more than one area. They provided support for families to understand their child's needs.

#### **Children's Disability Team:**

The Children with Disability Social Work Team and the Disability Family Support Team work with children and young people with identified disabilities and complex health needs.

- Severe learning disabilities
- Severe/profound physical disabilities
- Autism spectrum conditions
- Complex health needs (including mental health)

### **0-19 Nursing Service:**

We work in partnership with Rotherham 0-19 nursing Service to meet the medical and health needs of the children and their families.

### **Community Nursing Team:**

We work closely with the community nursing team to gather specialist support for children with Enuresis or Incontinence Issues and liaise with Specialist Nurses to support children with specific medical or complex care needs e.g. Epilepsy, severe Asthma or pupils who are Peg Fed.

### **Visual Impairment Team:**

The visual impairment team offer specialist support to ensure the needs of vision impaired children and their families are met. They assess functional vision, give advice on specific visual conditions, promote independence through a Habilitation Specialist, support school by conducting environmental audits and provide specialist equipment.

### **Hearing Impairment Team:**

The Hearing impairment team offer specialist advice to ensure the needs of deaf and hearing-impaired children and their families are met.

### **Occupational Therapists:**

The Occupational Therapy department provides support for children with physical difficulties and their families. They assess, alleviate and treat physical disabilities, motor disorders, functional difficulties in children and young people.

### **Physiotherapists:**

The Physiotherapy team is a community-based service providing individual physiotherapy treatment and management plans for children. They also provide information, advice and education to carers, teachers and other health care professionals on equipment recommendation, exercise programmes and positional advice (including risk management).

### **The Virtual School:**

The Rotherham Virtual School supports the educational progress and achievement of looked after children, wherever they live. They ensure children are in the right school and are making progress, provide training and share effective practice, monitor the progress, attainment, attendance and exclusion of Looked After Children.

Good relationships have been made with external agencies and the school supports parents/carers throughout this process.

### **Section 15.**

**What are the arrangements for handling complaints from parents/carers of children with Special Educational Needs and/or Disabilities about the provision made at the school?**

If parents/carers are unhappy with the provision made for their children, they should contact their child's class teacher or the SENDCo in the first instance and then the Headteacher.

We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care.

A copy of the school complaints procedure is on the website and copies can be made available on request.

### **Section 16.**

#### **Contact Details of support services for parents of pupils with SEND**

**For further multi-agency support – please follow the links below:**

<https://sendcorotherham.co.uk/services/>

### **Section 17.**

#### **Where are the details of the school's contribution to the Local Offer?**

Flanderwell Primary School annually buys into extra support via a service Level Agreement, as outlined above, from:

- Rotherham Educational Psychology Service
- Rotherham Specialist Inclusion Team

Further information about Rotherham's Local Offer can be accessed at:

<https://www.rotherhamsendlocaloffer.org.uk/>

### **Section 18.**

#### **What are the arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND?**

We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum.

We work closely with the Carers of Looked After Children and the relevant Local Authority in managing their provision and care. The lead contact for Looked After Children (LAC) is Mr Adam Cornes (Headteacher). A separate LAC policy exists.

A report is periodically shared with the Local School Board regarding looked after children and their achievements. Where relevant, the designated staff attend the Virtual School network meetings.

Accurate attendance records are maintained for all looked after children and regular meetings are held with social workers and members of the Local Authority Looked After Children team. Looked after children have regular reviews, Personal Education Plans are updated termly and the progress of the children is tracked separately.

Extra support is always given and extra funding is available to support children both within and outside school to allow them to access the curriculum effectively and to close any gap between themselves and other children.

Parents/carers/ are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by looked after children and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.

There are a wide variety of sources of information for parents/carers available online. This includes the 'local offer' for Rotherham which will provide information regarding the services available locally.

The school website: <https://flanderwell.co.uk/>

The local offer:

<https://www.rotherhamsendlocaloffer.org.uk/>

<https://www.rpcf.co.uk/> Rotherham Parent/Carer Forum

**Last reviewed on:**

September 2024

**Next review due by:**

**September 2025**