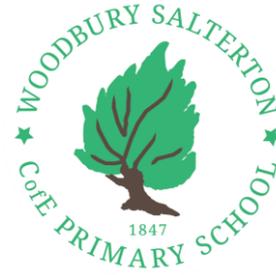




Pebblebed Heath Federation



SEND Report to Parents/Carers April 2018

Woodbury Salterton C of E Primary School and Littleham C of E Primary School are both mainstream schools with an inclusive ethos. We are committed to meeting the Special Educational Needs of pupils and ensuring that they make progress. In line with our mission statements we aim to provide a positive, happy and secure learning environment where everyone is valued and will be encouraged to do their best.

What kind of Special Educational Need and Disability do we currently cater for at both schools?

There are four kinds of Special Educational Needs and Disabilities (SEND), decided by the department for education:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical

If a child has SEND, then their needs may well fit into more than one of these categories. We currently have children at our school with a wide variety of needs including the following:

- social, emotional and mental health
- speech and language
- global delay
- dyslexia
- dyspraxia
- ASD
- ADHD
- short term memory
- auditory processing
- visual impairment
- hearing impairment
- sensory and physical
- diabetes
- epilepsy

How do we identify children with Special Educational Needs?

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students. We recognise that children make progress at different rates and not always in a steady linear pattern.

Therefore, children are identified as having SEND in a variety of ways, including:

- liaison with previous school or pre-school setting
- child performing below 'age expected' levels or equivalent
- concerns raised by a parent or carer
- concerns raised by a teacher
- liaison with external agencies e.g. speech and language therapists, physiotherapists, educational psychologist
- use of standardised assessment tests such as: Let's Talk More, Speech and Language Link, Aston Index, and non-standardised assessments such as dyslexia screening, Funfit
- children with an EHCP (Education Health and Care Plan) will already have many of their needs clearly identified.

Pupil's identified as having a SEND need are then placed on the school's SEND Register. This is confidential and is not available publicly. We recognise that children's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age related expectations and so once this threshold is met they may be removed from the school SEND register. However there may be a need in the future where they need to be re-registered.

How will the schools let me know if they have concerns about my child's educational needs?

If we have any concerns about your child's needs the class teacher/s will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

On some occasions the Executive Head Teacher, Heads of Teaching and Learning or SENCo/Assistant SENCo, may conduct or join the meeting.

How can I let the school know if I am concerned about my child's educational needs?

If you have concerns at all about your child's needs please come and talk to us. Contact your child's class teacher/s initially about your concerns. You are also welcome to meet with the SENCo, Mrs Jennie Tweedy or Assistant SENCo at Littleham, Diana Bradbury. Appointments can be arranged in person, by phone or by email ([admin@woodbury-salterton.devon.sch.uk/](mailto:admin@woodbury-salterton.devon.sch.uk) admin@littleham.devon.sch.uk)

How are children with SEND supported in school?

All teachers and support staff work hard to provide 'quality first teaching' for all children. The class teacher is responsible for planning and delivering a curriculum that is differentiated to meet the needs of all the pupils in the class and that allows everyone to learn and achieve their potential. When children are seen to need extra support, intervention will be planned and monitored and the SENCO informed. If after this input the child is still working at level significantly below age expectations then they will be added to the SEND register. Further assessments will be carried out and intervention planned. In some cases advice from outside agencies will be sought.

-The class teacher over-sees, plans and works with each child with SEND in their class several times a week to ensure that appropriate progress is made in every area.

-The class teacher plans and regularly monitors progress of all intervention work led by Teaching Assistants (TAs). As well as keeping assessment notes when working with groups or individuals TAs also have daily conversations with teachers to feedback on progress.

-The SENCO and Senior Management Team oversee the progress of any child identified as having SEND.

The SENCO/Assistant SENCo is responsible for ensuring that:

- Teachers and teaching assistants understand a child's needs
- Teachers and TAs are trained in meeting those needs
- Teachers have support in planning to meet a child's needs
- The quality of teaching for students with SEND

How are parents informed about the support children with SEND are receiving?

Class teachers formally meet with parents during termly parent interviews to discuss their children's progress and the support that they are receiving. Children with SEND will have individual or group educational targets or plans and these will be set and agreed and reviewed at these termly meetings where possible. Sometimes it is necessary to arrange extra TAC/TAF meetings to share targets and to discuss planned intervention. If you have any concerns or questions in between these meetings then please speak to your child's class teacher or contact the SENCo/Assistant SENCo.

How does the school monitor progress of pupils with SEND?

The progress of all children is reviewed by teachers formally at the end of each term using School Pupil Tracker – measuring their progress and attainment against their own targets and age related expectations.

We monitor the impact of the support children with SEND have received to ensure they are making progress by:

- reviewing individual targets and ensuring that they are being met.
- reviewing their work in class and the impact of the intervention every term/half term (dependent on the type of intervention)
- recording progress and assessments on School Pupil Tracker Online.
- gathering verbal feedback from the child, the parent and teacher to build a wider picture
- moving children off the SEND register when they have made sufficient progress – parents will always be informed if this has taken place.

Debbie Knowles, the designated SEND Governor, works closely with the SENCO to offer support and advice when required. The governing body are kept informed about the changes in SEND, progress of our SEND children and changes in the numbers of children on our register. The SENCO is part of the senior leadership team, emphasising our commitment to ensure the best outcomes for all our children.

How are parents with children with SEND kept informed of their progress and support?

Woodbury Salterton and Littleham are both small village schools, where all the staff work hard to get to know each and every child. The staff work together to make each child feel valued and to support them to achieve the best possible outcomes. The class teacher and SENCo/Ass SENCo closely monitor the progress of children with SEND to ensure that targets set are achievable and that the support provided is appropriate.

- A child's individual/group SEND targets are shared with parents termly together with suggestions of ways to support a child's learning at home
- Sometimes we will consult with parents and suggest a TAF meeting - Team Around the Family particularly if outside agencies are likely to be involved in meeting a child's needs.
- If a child has complex SEND they may have a Education Health Care Plan (EHCP). In such instances a formal meeting will take place to discuss the child's progress and a report will be written annually in an Annual Review Meeting.
- All children receive an annual teacher report.
- Where outside agencies have worked with a child either a written report is sent by the professional to the parents or/and school or the school is asked to provide oral feedback to the parents/carers.

How do staff support children and adapt the curriculum to support children with SEND?

a) Class based support

- Teachers ensure that children with SEND have the same amount of 'teacher time' as other pupils in the class.
- Teachers adapt their teaching to target differing needs in the classroom by setting differentiated tasks – breaking it down into achievable and meaningful goals- and providing suitable resources. Other support may include the use of extra adult support, visual prompts, access to technology.
- Children with SEND use appropriate resources in order to help them make progress e.g. writing slopes, coloured overlays, text books with coloured pages, individual visual timetables
- Intervention groups eg Code X, are usually taught, for short periods of time, outside the classroom by TAs who have been specifically trained to deliver the intervention
- On occasions children may need to be taught on a 1-1 or small group basis out of the class environment for longer periods of time in order that they can work at a level and speed appropriate to them.

b) Outside agencies support

Specialist support may be provided in school when a pupil has been identified by the SENCO/Class Teacher as needing some extra specialist support.

This may be from:

- Local Authority services, such as specialist teachers or TAs
- Health services such as speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Other agencies such as the Education Psychology Service, Behaviour Support Team.

For this type of support parents will have been asked for permission for the school to refer the child to a specialist professional, e.g. Behaviour Support. In some cases the professional will then come into school to work with the child, although more often they provide plans and advice for ways for the school to support the child. Sometimes children are invited to be supported on a planned intervention programme run by the professionals out of school eg Fine motor skills workshops at Vbranch House.

c) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP).

This means the child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The child will also need specialist support in school from professionals outside the School, which may include any agency that is listed above.

The EHCP outlines the amount of funding the school will receive from the LA to support the child and outlines how the support should be used, and what strategies must be put in place. It also sets long and short-term goals for the child. An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including the child. Other resources may also be secured through this funding but this is a collaborative decision involving parents, education and/or health care professionals.

Decisions about the type of support that would best meet the needs of the child are reviewed regularly to ensure that children are reaching their full potential and that the intervention and support that is put into place is having an impact.

How are children with SEND involved in their learning and decision making?

All children in the school are involved daily in assessing their work and setting targets. Children with individual and group targets are regularly asked to contribute their views to their learning during intervention sessions and their ideas are noted. The views of children with an EHCP, are sought before review meetings and children – where able – are invited to attend part of the meeting. All children, as they move up through their schooling are given increased responsibilities.

How are children with SEND included in activities outside the classroom and school trips?

We aim to include children in every possible activity both inside and outside the classroom. All school trips are planned and where possible adapted around the needs and abilities of all children. A risk assessment is carried out prior to any off site activity to ensure the health & safety of all children will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided, wherever possible.

We offer breakfast clubs and a variety of lunchtime and after school clubs which are open to all children.

Children with SEND are welcome to attend any of these clubs.

How do the schools prepare and support children with SEN with transition: starting school, changing classes, transferring to/from another school and moving to secondary school?

We encourage all new children to visit their chosen school prior to starting. Home visits SENCO/Ass SENCo are made to all EYFS if a child has additional needs.

Meetings are held with parents, pre-school staff and any outside professionals who are involved with the child before the child starts school. Additional school visits are arranged if needed for child with SEND and activities to support a smooth transition are carried out e.g. Transition photo booklets have been made for the child to have at home and at pre-school.

Transition between classes within the school is part of the annual programme of transition and handover to the next class teacher. Changes in staff or classroom are supported through extra visits and additional time spent by the child with their future teacher/TA if needed. Photo books have been sent home in the past to support this process.

Preparation for transition to secondary school often begins at the end of Year 5 for pupils for SEN. Parents are offered advice in questions to ask when looking round future schools. We invite the SENCO of the secondary school to the annual review meetings for children with an EHCP. Children from our school transfer to a range of secondary schools – and all schools arrange transition days and opportunities for the children to meet their Year 7 tutor. We will also work with the secondary schools SENCO's to plan extra transition visits and carry out additional activities during the summer term to suit the needs of individual children. We have a close relationship with Exmouth Community College, and throughout the year there are times when Yr6 children visit the school for special lessons and activities. All SEND paperwork is passed on to the child's new school before they leave.

Where children with additional needs are moving settings information is shared between schools and transition planned with taster days where needed.

What specialised services and expertise are available at or accessed by the schools?

As a school we liaise with and access support from a number of outside agencies which provide more specialised advice and support to ensure that the staff of the school can deliver appropriate and effective interventions and support for children with a variety of SEND.

The agencies which we currently work with are:

- School Nurses and Community Health Workers
- The Educational Welfare Officer
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapy
- CAMHS
- Communication and Interaction Team
- Behaviour Support Team

- Support for pupils with Visual Impairment
- Support for pupils with hearing impairment
- ICT/SEN Team
- Integrated Bladder and Bowel Care Service
- Children's Centre
- Multi Agency Safeguarding Hub
- Devon Information and Support Service (DIAS)

What training have the staff supporting SEND had or what training are they having?

Our SENCo, Mrs Tweedy, has many years experience working with and supporting children with special needs. She has many qualifications including being a trained Reading Recovery Teacher and a Licenced Thrive Practitioner.

We have a culture of sharing good practise and expertise across the federation; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. We seek to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. Over the past few years staff have attended specific training including the list below - which have enabled us to run these interventions in school:

- Thrive
- Forest School
- Numbers Count
- Counting to Calculate
- Multiplicative Reasoning
- Funfit
- Take Five (Funky Fingers)
- Reading Recovery
- Reading – X-Code
- Fast Phonics
- Phase 5 Phonics
- Talk Boost
- Let's Talk More
- Devon Enhanced Autism Programme

Where can I find further information and advice?

Please talk to your child's class teacher in the first instance or the SENCo or Ass. SENCO (at Littleham).

Our Heads of Teaching and Learning or the Executive Head Teacher are also available. The school has a complaints policy, which is available on the schools website.

You may find the following websites useful:

Devon County Council's Local Offer

This site provides an up-to-date bank of information for parents of children and young people with SEND. It is organised into age bands and has information about what provision can be accessed by children with SEN and how to access this.

<https://new.devon.gov.uk/send/>

Devon Information Advice and support for SEND previously known as Devon Parent Partnership

www.devonias.org.uk

If you would like to discuss this report or would like further explanation regarding any aspect of it, please contact the SENCo or Executive Headteacher.