

WEST DARTMOOR FEDERATION COMPRISING:

Meavy C of E Primary School and

Lady Modiford's C of E Primary School

SEN Information Report 2017

1. What kinds of special educational needs are there for which provision is made at West Dartmoor Federation?

West Dartmoor Federation comprises two schools set on the edge of Dartmoor. They are Meavy C of E Primary School and Lady Modiford's C of E Primary School. We are an inclusive Federation and cater for the needs of all children in our care.

We recognise barriers to learning using our knowledge and understanding of the four primary areas of need; the areas of need are:

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

In consultation with parents, we decide whether SEN support is required and then carry out further assessments to identify barriers to learning and the nature of their child's difficulties.

2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We monitor the progress of all pupils continually. The SENCo supports class teachers in identifying children who may have special needs and helping to differentiate the curriculum where necessary. The SENCo also carefully monitors the progress of all children with SEN and reports to leadership and governors. We review and analyse progress every term and alter support as necessary to ensure that all children make maximum progress and reach their true potential.

The ways in which we identify children experiencing difficulties include:

- Monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need (as detailed above)

In addition we:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including Educational Psychology service, CAMHS, Speech and Language service, Babcock LDP SEN support services in order to gain a better understanding of a pupil's needs and how to best support them
- Inform parents/carers and pupils when we are making special educational provision for their child and have processes in place for parents/carers and pupils to provide feedback on provision (through regular meetings and reviews of support in place)
- The SENCO reviews the SEND register and provision every term.
- Regular Pupil Progress meetings.

3. How does West Dartmoor Federation make provision for pupils with special educational needs?**a) How does the school evaluate the effectiveness of its provision for such pupils?**

We believe that the key to success for all pupils is "quality first teaching".

For some children additional interventions may need to be put into place or the physical environment may need to be adapted in some way.

Each class teacher assesses the children formally every term as part of the school assessment and monitoring process. If it is found that a child is not making expected progress this will trigger Tier 1 'Cause for Concern' provision (see West Dartmoor Federation SEND Pathway for Graduated Provision on school website) and the teacher will adapt or differentiate the planning for that pupil to ensure that the child can access the curriculum. This will be discussed with the SENCo as appropriate. If further support is needed, this will trigger Tier 2 provision 'SEN support' which may involve more specific interventions/1-1 support. If a child has a specific need that cannot be met through Tiers 1 and 2, this will trigger Tier 3 'SEN specialist support' where specific assessment and advice will be sought from outside agencies such as the Educational Psychologist, Behaviour Support Team or Speech and Language therapist.

An evaluation of effectiveness of provision for SEND children is carried out every term. The SENCo and Executive Head Teacher carefully monitors the progress of all pupils with SEND on a termly basis through analysis of data and lesson observations. The SENCo reports findings to the leadership team and governors. As part of this process, provision for individual children and interventions are also reviewed. The SENCo has discussions with class teachers on a regular basis about how to support individual children and to review the provision in place.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs? (How will both you and I know how my child is doing and how will you help me to support my child's learning?)

We have Pupil Progress meetings every term, where class teachers meet with subject co-ordinators and SENCo to review learning and progress of every pupil in the class.

If a child is not making expected progress a Provision Map detailing differentiation and/or interventions is written. This is reviewed on a termly basis. SEND children are regularly discussed and Individual Education plans and Early Help Plans are reviewed termly (sometimes more frequently). The SENCo, in discussion with the class teacher, will alter interventions, provision and support as necessary to ensure that each child with SEND makes maximum progress.

Parents are encouraged to be fully involved in their child's learning. We have target setting meetings with parents in the Autumn term where suggestions are made on how best to support the child at home to achieve these targets. The targets are then reviewed in the Spring term's parents meetings and progress is discussed. In the Summer term a formal school report is sent to parents detailing progress made in all areas of the curriculum, with an offered follow-up parents meeting to discuss the report. At all of these meetings, progress and support is discussed so that parents are very clear on their child's next steps in learning and the provision that is being made for their child. We have an open door policy where parents are welcomed and encouraged to come in to discuss any concerns they may have and ask any questions.

Parents are most welcome to make appointments for additional meetings with the SENCo via the school office.

TAs are also encouraged to discuss any concerns about individual children with the class teacher and SENCo.

**c) How will the school staff support my child?
How will the curriculum be matched to my child's/young person's needs?**

Through careful monitoring and assessments, class teachers provide quality first teaching through careful differentiation of learning. They review their planning on a daily basis and will alter the plans depending on how well the children have achieved in that lesson. As a result all planning is very carefully matched to the children's needs. Children will be regrouped and activities will be altered to ensure that they fit exactly with the child's needs. Provision maps/IEPs are used to plan specific interventions for SEND children who require extra support. These are reviewed each term. Children are encouraged to become independent learners with a clear idea of their targets on how to improve their work and make good progress.

Regular conversations between the SENCo and class teachers ensures that any provision made for each SEND child is carefully matched and appropriate to the needs and abilities of the children.

Strategies to support Literacy include:

*Small group reading support in class in guided reading sessions and individual reading on a daily basis

*Additional small group Literacy support in class with a TA

*Visual support materials such as visual reminders, phonics sound mats, letter formation cards, key words/phrases

*Additional small group phonic support.

*Individual targeted Literacy support strategies suggested by outside agencies, for example the Educational Psychologist, planned into weekly timetable and carried out by TA or class

teacher.

Strategies to support Numeracy include:

- *Targeted small group support in class
- *Extraction groups for additional Numeracy support with a TA
- *Appropriate and flexible groupings.
- * Easily accessible resources eg Numicon, dice, number lines, cubes etc)
- *TAs to be given regular training on progression of number skills, calculation policies and strategies within them, questioning skills and assessment

d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Class teachers use assessments and careful monitoring to adapt the activities and the curriculum to meet the needs of all our pupils. Planning is carefully differentiated in a variety of ways, including resources, adult support, visual aids or adaptation of the task to ensure that all pupils can access the learning and make good progress.

A variety of Maths and Literacy interventions are used to support children across the school including Maths booster sessions, Maths targeted intervention groups, Further Literacy support, additional phonics sessions and additional reading support. These are reviewed on a termly basis by the class teacher and SENCo and altered as necessary. The SENCo has regular discussions with class teachers and TAs about the interventions and the progress these children are making.

Children with more significant needs will have specific provision and a planned programme of support which is recorded on an Individual Education Plan. These are discussed with the parents and child and reviewed termly. We use the West Dartmoor Federation SEND Pathway for Graduated Provision to identify the needs of children and provide the appropriate level of support (see school website).

We follow advice from a variety of outside agencies to ensure that provision is specifically tailored to suit the needs of the pupils. The learning environment is adapted to suit the needs of children with sensory issues, such as careful seating in the classroom, away from drafts or radiators or in a quieter area of the classroom.

e) What is the additional support for learning that is available to pupils with special educational needs and how is the decision made about the type and how much support my child will receive?

The provision for support of children with SEN is continually monitored and reviewed. There are regular discussions between class teachers and the SENCo about individual children to ensure that support/interventions are appropriate and they are making good progress.

We follow a pathway system for identifying and meeting the needs of children in the school.

See **West Dartmoor Federation SEND Pathway for Graduated Provision – on the Federation website**

f) How does the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

Children with SEND are encouraged to take part in all aspects of the school life. Children with specific learning needs or disabilities have named TAs who support them in all aspects of the day. Where appropriate, children have individual support during break and lunch times to support them with social interactions and moving around the dinner hall and

playground. Children with physical disabilities are supported to take part in PE lessons, where some activities will be specifically differentiated to ensure that the child can be part in the lesson. We are committed to make reasonable adjustments to make our schools inclusive for all children.

When organising school visits, we carry out a risk assessment where individual children are carefully planned for to ensure that they are able to access all parts of the visit. This is shared with parents to ensure that they are happy about the arrangements made.

g) What support is available for improving the emotional, mental and social development of pupils with special educational needs?

Our aim is to provide a happy, secure, safe and purposeful environment.

We have trained Thrive practitioners to assist children with emotional or social needs and to support class teachers in their day to day working with these children.

Where children find behaviour difficult, strategies are put into place to support them to take responsibility for their actions. Through discussions with the parents and pupil, the class teacher will set specific targets for the child to work on and provide strategies to achieve these targets. If the behaviour continues, a meeting will take place with the parents, class teacher and SENCo and an individual behaviour plan will be drawn up with strategies to use at school and at home. A home/school diary may also be used to promote and support the positive behaviour. If it is necessary, the Behaviour Support Team will also be involved, providing specific advice to support the child.

4 What is the name and contact details of the SEN co-ordinator and how and when can they be contacted?

The SENCO is Mrs Sarah Blomley who works one day a week usually on a Wednesday. She can be contacted via message books in the admin offices in both schools or by telephoning the relevant schools.

5 What specialist services and expertise are available at, or accessed by the school? What training have the staff supporting SEND pupils had? Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The Federation has access to a variety of professionals who support children with SEND. These professionals include: an Educational Psychologist, Speech and Language therapists, the Multi Agency Support Team, Occupational Therapy services, Behaviour Support Team and Children and Adults Mental Health service.

If a child is causing concern and triggers SEN Support or SEN Specialist Support, the SENCo will discuss the needs of the child with their class teacher and parents to decide whether involving external support is appropriate. We will then discuss with the parents what support we would like to arrange and which relevant professionals we would like to involve. The package of support organised will be very individual for each child and the parents will be consulted throughout.

Further information about services available to support children with SEND can be found in the Devon Local Offer accessed below.

In recent years, staff have been trained in Autism and also Attachment Disorder. Previous training has been in Down's Syndrome, speech and language, maths questioning.

Training is decided by the needs of our children.

6 How will equipment and facilities to support children and young people with special educational needs be secured? (How accessible is the school both indoors and outdoors?)

The Federation has an accessibility plan in place to support all children with physical disabilities. The Federation is wheelchair accessible. There is a separate disabled toilet including a hydraulic bench at Meavy Primary School. Where a child has physical difficulties, we work closely with the parents and outside agencies to provide the necessary equipment to support the child in school.

7 What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

We are committed to offering an inclusive education to ensure the best possible progress for all of our pupils whatever their needs or abilities. It is important that all professionals listen, understand and address any concerns raised by children themselves. We value the pupil voice and we involve children fully in every aspect of the planning and review of support and interventions.

We believe that parents know their children best and so we work very closely with parents and involve them at every stage of their child's development. Initially if we have concerns about the child, the class teacher will discuss these concerns with the parents, and listen to any concerns that they may have.

We have formal parents meetings twice a year to review progress of all children and discuss the next steps in their learning. However we also encourage parents to see us at any other time so that we maintain an important and mutually helpful dialogue. Equally the class teacher will arrange to speak to the parents at the earliest opportunity if they have any concerns.

Education Health and Care plans (EHCPs) are reviewed annually. Children, alongside their parents/carers and external agencies are invited to contribute to the review process.

8 What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

If you are not happy with the support in place for your child, please initially contact the class teacher who will be very happy to discuss your concerns. Alternatively you can contact the SENCo. If your concerns are not resolved, please contact the Executive Head Teacher. The SEND governor is also happy to discuss any concerns.

9 How does the governing body involve other agencies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

There is a link governor for SEND who takes a special interest in the progress and attainment of children with Special Educational Needs. The link governor regularly reviews the progress of pupils with SEND and discuss how the school is meeting their needs and the impact of provision/intervention work.

10 What are the contact details of support services for the parents of pupils with special educational needs?

In the SEND Code of Practice (September 2014) there is a duty placed on Local Authorities to offer a variety of services to support SEND children, young people and their families. This is referred to as the 'Local Offer'. This means that Local Authorities must publish, in one place, information about provision in the local area and outside the local area for children and young people from 0-25 who have Special Educational Needs or Disabilities. Parents/carers can access information/support through the following websites:
<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>
Devon Information and Advice Service website: www.devonias.org.uk

11 What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education? (How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?)

Moving settings or classes involves many changes which can be difficult for children with SEND. We work very hard to ensure that all children at every stage are happy and settled with continuous provision and make good progress.

Joining school in Foundation

Prior to a child joining us in Foundation, we work very closely with the preschool setting to gain a good understanding of the child's needs. The SENCo and Foundation teacher will visit the preschool setting to meet the child and discuss with the preschool teachers any support and interventions that are currently in place. We hold a new parents meeting in June where parents can discuss any concerns they may have about their child starting school. In July the children have visits to the school to help them familiarise themselves with the setting and meet their new teacher. In addition to these, children with particular needs are given the opportunity to have additional visits. Children start part time in September but by the third week of term they are in school full time. However, if we feel that a child is struggling, we will have a conversation with the parents and discuss a staggered start, where the child can become full time over a certain time period. This is carefully monitored and reviewed with regular discussions with the parents.

Moving Year groups within school

At the end of each academic year, the children have two opportunities to meet their new class teacher. For some children it is appropriate that they have more opportunities to meet their teacher and so will make regular visits to see them and say hello. Towards the end of the Summer term, class teachers have the opportunity to meet with the new class teacher to share information and review provision for SEND children. This ensures continuous provision to meet the needs of all children.

Moving to another school

If a child is leaving us to move to another school, we will pass any information on to the new school's SENCo as soon as possible.

When a child with SEND is moving to a Secondary school, extra transition visits will be put into place, and the SENCO will meet with the Secondary provider SENCo to ensure smooth

transition and continuous provision.

12 Where can I find information on where the local authority's local offer is published?

Information about the local offer can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>