

WEST DARTMOOR FEDERATION COMPRISING:

Meavy C of E Primary School and

Lady Modiford's C of E Primary School

SEN Information Report 2018

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.

We currently have 13 children on our SEN register (8% of pupils in the Federation) including some with an Education, Health and Care Plan (EHCP). Of these children, all have some degree of difficulty with cognition and learning; 25% of these children also have communication and interaction needs and 8% have sensory needs. This compares with national figures of 13.8% of children in state funded Primary schools having SEN.

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 while other difficulties only become evident as children grow and develop.
- Listen to parents/carers – if you have concerns, please raise them with your

child's class teacher in the first instance. The SENCo will also become involved if additional advice/support is required.

- Listen to the pupil and be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with more significant barriers to learning.

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. The child may be discussed at an Achievement Team meeting when ideas are shared on how the child can be best supported. This will also be discussed with the SENCo as appropriate. If further support is needed, i.e. the gap between the child and his/her peers has not been reduced; the difficulties are persisting and have not responded to a differentiated curriculum, 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. Where a child has on-going needs requiring specialist support the school will make a request for a statutory assessment for an EHCP: this equates to Tier 4 'High level Support'.

An evaluation of effectiveness of provision for SEND children is carried out every term. The SENCo and the Executive Head Teacher carefully monitor the progress of all pupils with SEND on a termly basis through analysis of data and lesson observations with an SEN focus. The SENCo reports findings to the leadership team and governors. As part of this process, intervention programmes and Individual Education plans (for children on Tier 2 and above) are reviewed and the impact of 1-1 support and interventions are measured by evaluating entry and exit data. On the basis of the progress made, a child could be: set new short term targets with additional support; continue to work on the same targets but with different provision; no longer require additional support and, in discussion with the parents/carers, can be removed from the SEN register.

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?)

The progress of all pupils is assessed over the school year. This will involve teacher assessment and more formal assessment through testing. Where pupils are unable to access a class test, alternative provision will be made. This may involve modifying a test

(basing it on a more accessible curriculum from a younger year group) or carrying out more informal assessment tasks. No child will be asked to undertake a formal assessment they cannot access and parents/carers will be consulted when these decisions are made. We have Pupil Progress meetings every term, where class teachers meet with subject co-ordinators and the 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 consulted as part of this process.

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 and will differentiate the learning for pupils as appropriate. Class teachers 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 the class teacher ensure that any provision made for each SEND child is carefully matched and appropriate to the needs and abilities of the child.

Teachers and TAs are able to access training to build capacity within the schools to meet the wide range of needs of pupils. For example, in the last year the SENCo has delivered training to TAs and teachers on the phonics intervention programme 'Sound Discovery' and also training on meeting the needs of autistic 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. For example, the use of Clicker 7 (a child friendly writing programme used across both schools) has enabled struggling writers to become independent and significantly develop their writing skills. In providing an inclusive curriculum, we aim to build on a child's strengths and interests as much as possible and ensure all children feel they are valued members of the class.

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. Many interventions are carried out within the classroom so children do not miss key lessons.

Children with more significant needs will have specific provision and a personalised, planned programme of support that is recorded on an Individual Education Plan. These are discussed with the parents and the 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 enable 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 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 making reasonable adjustments to make our schools inclusive for all children.

When organising school visits, planning clubs or inviting visitors into school, we carry out a risk assessment where individual children are carefully planned for to ensure that, as much as possible, they are able to access all parts of the activity. 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. We are mindful that children with SEN may also experience Social, Emotional and Mental Health issues and we work hard to promote self-esteem and emotional wellbeing. The schools have recently embarked on the 'We Eat Elephants' project aimed at promoting children's mental health and staff will be receiving training in order to deliver this programme to all age groups.

In conjunction with Christiaan Stirling (Emotional Logic facilitator), children in year 5 and 6 at Lady Modiford's School recently took part in an Emotional Logic workshop to promote emotional wellbeing by giving them strategies for dealing with challenging issues in their lives. There are plans to deliver the same workshop to year 5 and 6 children at Meavy Primary.

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, the Communication and Interaction 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 received the following training: Attachment Disorder, supporting children with Down's Syndrome, Speech and Language, Maths questioning, Emotional Logic, Meeting the Sensory Processing needs of children and how to support struggling readers and writers using Clicker 7. Where individuals have received this training it has been disseminated to other teachers/TAs through inset in school.

Following attendance on the Devon Enhanced Autism Programme, the Federation now has a Strategic lead for Autism (Sarah Blomley – SENCO) and a School Based Practitioner (Keri Thompson – Higher Level Teaching Assistant).

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 with parents/carers of a child with special educational needs and involving them in the education of their child?

We believe that parents/carers know their children best and so we work very closely in partnership with parents/carers 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/carers, 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/carers 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/carers at the earliest opportunity if they have any concerns. Individual Education Plans are reviewed termly (or more frequently if appropriate) and parents/carers are encouraged to contribute to this process. Education Health and Care plans (EHCPs) are reviewed annually. Children, alongside their parents/carers and external agencies (including Devon Information, Advice and Support – DIAS) are invited to contribute to the review process.

8 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. Their views are recorded and play an important part in the discussion of future provision. Where appropriate a child may be invited to attend a review/planning meeting so they can express their views in person.

9 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?

At West Dartmoor Federation we have an open-door policy and we encourage parents/carers to work with us to meet the needs of their child. 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. If your concerns are not resolved, please contact the SENCo or the Executive Head Teacher. The SEND governor is also happy to discuss any concerns. The complaints procedure can be accessed via this link:
<http://www.westdartmoor.org.uk/wp-content/uploads/2018/06/Complaints-Policy-2018.pdf>

10 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 discusses with the SENCo and Executive Head Teacher how the school is meeting their needs and the impact of provision/intervention work.

The SENCo will discuss referrals to outside agencies with the link governor. In the last year referrals were made to: the Educational Psychology Service, the Communication and Interaction team, The Speech and Language Therapy Service, the Occupational Therapist, the Dyslexia Outreach Team and the School Nursing Service.

11 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

12 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 that can be difficult for children with SEND. We work very hard to ensure that all children at every stage are happy and settled with continuity of 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 pre school 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 SEN starts our school we will liaise with the previous school and meet with the parents/carers to ensure we have full details of the child's needs and the provision that was put in place to support them. We will endeavour to ensure a smooth transition and continuity of provision.

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.

13 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>