

Abbotskerswell Primary School SEN information Report 2020



Our Values

HAPPY

RESPONSIBLE

RESPECTFUL

SUCCESSFUL

How we support children with special educational needs or disabilities.

Aim

At Abbotskerswell Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs & Disabilities.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.

We are a small village Primary School and admit children from age 4 to 11. The broad area of special educational need at Abbotskerswell Primary School include:

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

Who are the best people to talk to in our school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The Class Teacher - responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.

Writing Provision Maps for groups of children and Individual Special Education Plans, based on the smaller steps of progress needed for success and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalised teaching and learning for your child as identified on the school's provision map. Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO: Miss Lisa Walsh - responsible for:

Developing and reviewing the school's SEND policy.

Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are:

- i) involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how they are doing.

Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Mr Kevin Martin - responsible for:

The day-to-day management of all aspects of the school; this includes the support for children with SEND. The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met. The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Gemma Nalder - responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

What are the different types of support available for children with SEND in our school?

Class Teacher Input - via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching is built on what your child already knows, can do and can understand. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Group Work - intervention which may be:

Run in the classroom or a group room.

Run by a teacher or a teaching assistant (TA).

Specialist Groups - run by outside agencies, e.g. Speech and Language therapy. SEND Code of Practice 2014: School Support (SS) This means a pupil has been identified by the

SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Devon Local Authority services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need). Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You will be asked to give your permission for the school to refer your child to a specialist, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support

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

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO): Miss Lisa Walsh. The school SEND Governor can also be contacted for support: Mrs Gemma Nalder.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school 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.

Go through the Graduated Response toolkit with you to identify areas of need. Discuss with you any referrals to outside professionals to support your child.

Who are the other people providing services to children with SEND in this school?

School Provision:

- Staff training needs are identified and met, at least annually.
- Training can be for the whole school or for staff who are working with certain children. • The SENDCo and relevant outside agencies provide advice and training to staff to ensure children's individual needs are met.
- All teachers are responsible for the needs of the children in their class. All teachers are teachers of children with special educational needs.
- When a child starts at the school, transition meetings are arranged to ensure the child's needs are met.

Teaching Assistants mainly working in the Nest, Hide or library with either individual children or small groups.

Teaching Assistants offering support for children with emotional and social development through Thrive.

ICT support in the form of writing and maths programmes such as Nessy, a phonic reading programme, is delivered by teaching assistants during specified lessons and small group or individual sessions, according to need.

Local Authority Provision - delivered in school when necessary:

Educational Psychology Service (Ann Willie)

Parent Partnership Service

Speech and Language Therapy (Marc Carowicz)

Behaviour Support Team

Outreach for physical difficulties and learning difficulties

Devon Information, Advice and Support (Impartial support for parents with children with SEN) www.devonias.org.uk/

Health Provision - delivered in school when necessary:

Additional Speech and Language Therapy input to provide a higher level of service to the school.

Southern School Nurse Team (0333 2341 901)

Occupational Therapy

Physiotherapy

Child and Adolescent Mental Health Services (CAMHS)

We make sure that our staff are well trained to enable them to support children with SEND. When we introduce a new programme or intervention, we first make sure that those who will deliver it to children are thoroughly trained. This allows us to be flexible and adapt to the needs of children with SEND that we may not have dealt with before. Our training has been limited this year due to being in lockdown from March to June.

Training this year includes:

- Using the Graduated Response toolkit
- Raising Awareness about Autism
- Online Safety for SEND
- Thrive
- ABC of trauma
- British sign language
- EH4MH Bereavement
- EH4MH Mental health awareness
- Timid to Tiger training
- Safeguarding training
- Early Help - Right for Children EH4MH (Early Help For Mental Health),
- Safeguarding Level 3,
- Whole School approach to SEND

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCO every term in reading, writing and maths.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail - breaking learning down into smaller steps
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have targets or targets set by outside agencies specific to their needs. SMART Targets will be set with you on their individual plan and progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.

- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCO and other subject leads to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Always ring school to make an appointment. The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. You can ring the school to arrange an appointment or email Lisa Walsh directly at sendco@abbotskerswell-primary.devon.sch.uk

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Further support can be set up through the Early Help process through a TAF (Team around the Family)

You will be signposted to any courses or parental support groups or further information if needed

Personal progress targets from their individual plans will be reviewed with your involvement every term.

Homework will be adjusted as needed to your child's individual requirements.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

How is Abbotskerswell Primary School accessible to children with SEND?

The school site has a main building which provides wheel chair access, however there is limited access to the 3 huts as they have steps.

The main school building can be accessed from the car park.

There is a disabled toilet.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

Before-school provision is accessible to all children, including those with SEND. Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are joining this school, moving on to another class or leaving this school?

We recognise that transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.

If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Your child will be able to visit our school and stay for a number of taster sessions, if this is appropriate.

Meetings will be held before the child comes to school with all key professionals involved in order to plan for their needs and purchase any necessary resources or set up support.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Provision maps will be shared with the new teacher in the summer term as part of the transition process.

A meeting with the new class teacher can also be arranged with you to discuss any further support or just to help get to know each other.

The children will spend a morning in their new classes to help them familiarise themselves.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.

We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting, to which you will be invited, will take place with the SENCO from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

While we will endeavour to carry these transitions as listed it will be dependent upon the COVID restrictions and guidelines in place at the time.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a PSHE (Personal, Social, Health and Economic education) curriculum called Jigsaw. However, for those children who find aspects of this difficult we offer:

- Thrive, run by a teaching assistant. This follows the principles of listening to children, showing empathy, making children feel important and being playful. It is run on a weekly basis, developing the needs of the individual. There are also parent workshops that help develop skills to support at home.
- A Lego Club for children to learn how to co-operate and communicate with one another in a small group.

- Lunchtime and playtime support, through planned activities and groups, led by a Playtime leader and responsible children as play leaders.
- ELSA is available by a trained TA
- Timid to Tiger parenting programme
- A referral to CAMHS if there is a greater need
- Bereavement sessions delivered by a trained TA

What is the Local offer?

Local authorities are required by the Government to set out and publish a 'Local Offer'. The purpose of the 'Local Offer' is to provide clear accessible information about services available in the area, for parents and young people. The local offer must

- Provide information on provision from birth to 25 across education, health and social care.
- Make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs.
- Be developed in conjunction with parents, carers and young people. Devon County Council are committed to ensuring that all children and young people have a good start in life. Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs mean varied levels of support.

What do I do if I'm not happy about something to do with my child?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly. If you are still unhappy and feel that the matter is unresolved, then the school's complaints procedure can be found on the website(www.abbotskerswell-primary.devon.sch.uk)