

SEND Information Report 2018/19

Kinds of Special Educational Needs and Disabilities in our school

Our school currently provides additional and / or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Autism, Selective Mutism, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,

The SENDco, teacher and teaching assistants provide support for all pupils across the four areas of need as laid out in the SEND Code of Practice 2014

Identifying pupils with SEND and addressing their needs

We will assess each pupil's current skills and levels of attainment settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Arrangements for assessing and reviewing pupils' progress throughout the year

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Provision may also include:

- Small group interventions
- Guided sessions within class with the teacher and teaching assistants
- Personalised provision through resources and adapted activities

How adaptations are made to the curriculum and environment to support SEND pupils and to provide additional support for learning

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptations to the environment and curriculum:

- Children work in mixed ability groups;
- A wide range of resources are accessible to children;
- Independent learning is scaffolded / differentiated;
- Texts are chosen to ensure appropriateness for the learners;
- Teaching assistants support learners when necessary;
- Activities and resources are differentiated;
- ICT is used where there may be an additional need
- Displays may be adapted for visual impairments;

Securing equipment and facilities

Explain your school's approach here. You should describe the process for securing equipment and facilities to support pupils with SEN.

Should any additional equipment or facilities/services be required the Head Teacher and Sendco work together to secure this where necessary.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions through entry and exit assessments
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding termly reviews for pupils with statements of SEN or EHC plans or My Plans

Support that is available for improving the social, emotional and mental health of pupils with SEND

The mental health of the children in our school is of the utmost importance; it is imperative that they are happy, confident, self-aware and comfortable in their surroundings in order to learn effectively and reach their potential.

Pupils are supported by:

- Being involved in many areas of the school community, such as the School Council
- Termly questionnaires are completed with children with SEMH needs to ensure their happiness and well-being in school
- CAMHS support for individual cases
- Attachment-Based Mentoring for identified pupils
- Early Help My Plans for individual pupils & their families
- Extra transition for identified pupils

Advisory services accessed by our school

Where appropriate the support of advisory services and outside agencies will be sought in order to gain a better understanding of a child's needs and how best to support these needs. A My Plan may be put in place & subsequently an Education Health Care Plan (EHCP) may be sought.

Expertise and training of staff

Our SENCO has over 20 years experience teaching. She has a Psychology degree, a PG Dip Ed in SEN. She is also a trained Reading Recovery Teacher and has been a Targeted Family Support Worker. She is allocated half a day a week to manage SEN provision.

We have a team of 5 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision Teaching, Attachment Awareness

We use specialist staff for music, maths, ABM, reading & writing difficulties (dyslexia),

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

By liaising closely with parents, Early Help and partner agencies, we are proactive & supportive in signposting & supporting parents accessibility to services for the child and the whole family. See list of useful services for families below:

WORRIED ABOUT A CHILD'S SAFETY? If you are concerned about a child or young person and want to speak to someone contact Devon's Multi-Agency Safeguarding Hub (MASH) If a child is at immediate risk contact the police on 999.	0345 155 1071 or email mashsecure@devon.gov.uk and give as much information as you can.
SEN 0-25 team Exeter	01392 380434
Healthcare services Various teams for specific needs eg Speech & Language, Occupational Therapy	http://devon.integratedchildrensservices.co.uk/directory/
Autism Spectrum Assessment Team Integrated Children's Services Single Point of Access Team	e: vcl.devonspa@nhs.net t: 0330 0245 321
Behaviour & Mental Health Resources: HAPPY MAPS website YOUNG MINDS for any adult with concerns about the mental health of a child or young person). National charity committed to improving the mental health of all babies, children and young people. Provides information for both parents and young people.	. www.happymaps.co.uk Young Minds Parents Helpline: 0808 802 5544 youngminds.org.uk

<p>MIND also has advice if you are parenting with a mental health problem</p> <p>CAMHS Child Adolescent Mental Health Team</p>	<p><i>CAMHS Barnstaple t: 0330 024 5321</i></p>
<p>Domestic Abuse Support: In Emergency Ring 999 SPLITZ Devon based helpline & self referrals National Helpline</p>	<p><i>admin@splitzdevon.org SPLITZ:03451551075 National Helpline 08082000247</i></p>
<p>DIAS Devon Information Advice Service For parents</p>	<p><i>Phone: 01392 383080</i></p>
<p>Devon Parent Carers Voice A charity run by parents carers, for parent carers of children or young people aged 0-25 with additional needs</p>	<p><i>07975 506069 or 07794 233249 email: mail@dpcv.org.uk www.dpcv.org.uk</i></p>
<p>Quids for Kids (Q4K) – This service is funded by Devon County Council and delivered by the Citizens Advice Bureau.</p>	<p><i>0300 5000 404</i></p>
<p>PINPOINT website Lists all different sorts of support available for families</p>	<p><i>https://services.pinpointdevon.co.uk</i></p>
<p>YOUNG CARERS (Carewise) Supports & works with children who look after or support relatives with care needs. Family Support Worker & free activities & trips for the Young Carer.</p>	<p><i>enquiries@carewise.org.uk t 01237 479380</i></p>
<p>SIGNPOST PLUS Information Service for families of children with additional needs in Devon (used to be called DISC plus). Can help with funding equipment etc</p>	<p><i>devon.integratedchildrensservices.co.uk/signpostplus/ Amanda Smithson is our local Information Coordinator</i></p>
<p>EARLY HELP When one person in your family has a problem it often affects everyone else too. You may be worrying about someone's physical or mental health, a disability or special need, being a carer, domestic abuse, alcohol or drug misuse, harmful behaviour or involvement in crime. It could be your child, a young person or another adult, but if the whole family is supported as soon as possible to help cope</p>	<p><i>www.pinpointdevon.co.uk www.devonchildrenandfamiliespartnership.org.uk/early-help • Call our Customer Service Centre on 0345 155 1015. They are open Monday to Friday 8am–8pm and Saturdays 9am–1pm rightforchildren@devon.gov.uk</i></p>

<p>with their difficulties, it's more likely that things will improve and everyone will be happier. You can ask for an Early Help Assessment yourself, or someone your family is already in contact with such as a teacher, a health visitor, your GP or a support worker may suggest one for you.</p> <p>A Lead Practitioner will coordinate a Team around the Family Meeting with you to do an Assessment. Completing one is a bit like writing a 'to-do' list and putting a plan in place to achieve it.</p>	
<p>CHILDLINE Free 24-hour helpline for children and young people in the UK.</p>	<p>0800 1111 childline.org.uk</p>
<p>NSPCC helpline (children and young people): 0800 1111 Specialises in child protection and the prevention of cruelty to children.</p>	<p>help@nspcc.org.uk nspcc.org.uk</p>
<p>Parenting and Family Support- Family Lives (formerly Parentline Plus) Helpline: Support to anyone parenting a child</p>	<p>0808 800 2222 familylives.org.uk</p>
<p>SAMARATINS Emotional support for anyone feeling down, experiencing distress or struggling to cope.</p>	<p>116 123 (freephone)</p>
<p>BEREAVEMENT SUPPORT FAMILIES IN GRIEF (google Families in Grief) WINSTONS WISH</p>	<p>FIG at Bideford 01237 479027 www.winstonswish.org.uk/ 08088 020021</p>

Contact details for raising concerns

Headteacher: Mrs Rachael Sharpe
SENDCo: Mrs Barbara Wearne

t: Clinton 01805 603357 Dolton 01805 804315

e: theclinton.sch@alumnismat.org dolton.sch@alumnismat.org

The Local Authority Offer

A link to the local authority local offer can be found on the school website in the SEND section
www.devon.gov.uk/send