



## **SEND Information Report**

**St George's C of E Infant and Nursery School and St Margaret's C of E Junior School – Northam Federation**

### **Parents' Information**

#### **SEND information Report September 2019**

#### **Introduction**

All Devon Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical Needs.

#### **What is the Local Offer?**

##### **The LA Local Offer**

- The *Children and Families Bill* in 2014 stated that, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. Follow our link on the school website, to see more about the 'local offer'
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

##### **The School SEN Information Report**

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

#### **Your Child has Special Educational Needs. What can we at school offer you?**

**At Northam School's Federation, we embrace the fact that every child is different and therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs and disabilities.**

Please click on the 14 questions below for more information about the Local Offer and how we can support your child.

## Question 1

### Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disabilities (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 (SENDCo) know as necessary.
- Writing Pupil Progress targets, my plans and sharing and reviewing provision maps with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the 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 SENDCo: Mrs Zoe Davis

Assistant SENDCo: Miss Emma Lobbett

01237 477262 01237 473569

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;

involved in supporting your child's learning

kept informed about the support your child is getting

involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to 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 across the Federation, so that they can help children with SEND in the school to achieve the best progress possible.

#### The Head teacher: Mr J Williams

Responsible for

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

The SEND Governor: Mrs. Sheila Bloomfield 01237 477262 01237 473569

Responsible for

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

## Question 2

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

### **a) 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. This approach is known as the graduated approach.

### **Assess Plan Do Review**

- 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.
- Those specific strategies (which may be suggested by the SENDCo) 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).

### **b) 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 SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

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

#### **What could happen:**

- You may be asked to give your permission for the school to refer your child to a specialist professional, 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 across the federation .
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **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 your child will have been identified by professionals as needing a particularly high level of support.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

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 ASC Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

### **For your child this would mean**

- The schools within Northam School's Federation (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 what strategies must be put in place. It will also have long- and short-term goals for your child.

### **Question 3**

#### **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 (SENDCo).
- The school SEND Governor can also be contacted for support.

### **Question 4**

#### **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(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.

### **Question 5**

## **How is extra support allocated to children and how do they progress in their learning?**

- The school budget, received from Devon LA, includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including

the children getting extra support already,

the children needing extra support,

the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The Northam School's Federation identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of the children are met and resources are deployed as effectively as possible. This also includes costings. Outcomes are decided jointly between intervention leaders and class teachers and next steps identified after the intervention. Clear and concise records are kept of all interventions with entry and exit data shared with the SENDCo.
- Impact tracking is completed at least termly and adaptations to provision made in the light of these findings. This is then reported to the SEND Governor.

## **Question 6**

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

#### **School provision**

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs mainly working with either individual children or small groups.
- Learning Mentors, Teaching Assistants or HLTAs offering support for children with emotional and social development through our Nurture programme.

#### **Local Authority Provision delivered in school**

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)

#### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

## **Question 7**

### **How are the teachers in school helped to work with children with SEND and what training do teachers have?**

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Autism Spectrum Condition (ASC), Nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AoT) service.

## **Question 8**

### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

## **Question 9**

### **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 Head teacher and SENDCo every term in reading, writing and numeracy.
- Where necessary, children will have a 'my plan', based on targets set by the appropriate professionals. Targets will be set and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements 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 SENDCo 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 scrutiny's and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- In addition to this notice will be taken of any data/information collected from other settings.

## **Question 10**

### **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.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets and my plans will be reviewed with your involvement every term.

## **Question 11**

### **How are St George's and St Margaret's School accessible to children with SEND?**

- The schools are fully compliant with DDA requirements.
- The schools are mainly on single level sites with easy access, double doors, ramps and alternative access routes where needed.
- The front desks both have a wheel-chair height section and are DDA compliant.
- There are two disabled toilets at St George's and one at St Margaret's.
- We ensure wherever possible, that equipment used is accessible to all children regardless of their needs.
- Before and after school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

## **Question 12**

### **How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?**

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

#### **If your child is joining us from another school:**

- The SENDCo 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 understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

#### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on; then one will be made for them.

#### **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. All information will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on; then one will be made for them.

#### **In Year 2:**

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

### **When moving from Year 6 to Secondary School**

- The SENDCo will arrange for the staff from local secondary schools to become involved with your child in Year 5 at Annual Review and TAF (Team around the family) Meetings if appropriate.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. This may include a bus journey to the new school, a lunchtime activity etc
- Staff from the new school will visit your child in class and meet with the SENDCo
- If your child would be helped by a photographic book to support their understanding in moving on, then one will be made for them.
- The SENDCo is available to make visits with parents to secondary schools and discuss choices if required.

### ● **Question 13**

#### **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 structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- An in-school Nurture provision, run by a team of highly trained staff.
- School council.
- Social, emotional and mental health team.
- All staff have EH4MH training (Early Help for Mental Health)
- Mental Health Champion
- Outdoor learning provision.

### **Question Fourteen**

#### **What do I do if I have a concern or a complaint?**

- In the first instance, contact the SENDCo, Head teacher or the SEND Governor.
- You may like to seek advice from DIAS on [www.devonias.org.uk](http://www.devonias.org.uk). who can offer you support on all aspects of the SEND process

- Contact the local authority through the 'local offer' on [customer@devon.gov.uk](mailto:customer@devon.gov.uk)

