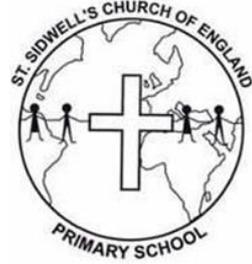


SEND Information Report September 2020 St Sidwell's CE Primary School and Nursery



What sort of school is St Sidwell's?

St Sidwell's C of E Primary School and Nursery is a mainstream primary school situated in the heart of Exeter city centre. We are a one-form entry school from Reception to Year 6 with a purpose built Foundation Stage Unit which includes our Nursery children. We are proud of the caring, welcoming and inclusive Christian ethos that pervades our school and which is commented on routinely by visitors. We have a high number of children with English as an Additional Language (EAL) who we welcome from all over the world.

What types of Special Educational Needs and Disabilities do pupils currently at St Sidwell's have?

The school successfully includes pupils with a wide range of Special Educational Needs and Disabilities (SEND) including learning difficulties; communication and interaction difficulties; social, emotional and mental health difficulties; and sensory and/or physical needs.

We celebrate diversity and believe that high self esteem is crucial to children's well-being. All of our vulnerable pupils are known to all staff so that they can be consistently and appropriately supported throughout the day. All class teachers deliver PSHE (personal, social and health education) through the 'Jigsaw' scheme of work and a targeted group of children also access THRIVE with a trained practitioner on a regular basis.

How does the school identify pupils needing additional support?

The Senior Leadership Team closely monitors the progress of all children in the school on a regular basis. The school tracks progress against the National Curriculum Objectives and the Early Years Foundation Stage Development Matters. We also use the THRIVE approach to assess social and emotional development and PASS questionnaires to assess pupil's attitudes to school and self.

The SENDCo, Assessment Leads, Deputy Headteacher and Headteacher meet termly with each class teacher to discuss each child's progress. Children needing extra support are identified and provision is put in place. For some children this extra help may be only for a short period of time, while others may have longer term needs. The progress of children already receiving extra help is monitored to ensure they are making good progress and any changes to their provision are discussed and agreed. Early identification of needs is crucial and we work with children right from when they start in the Nursery to identify their needs and provide support.

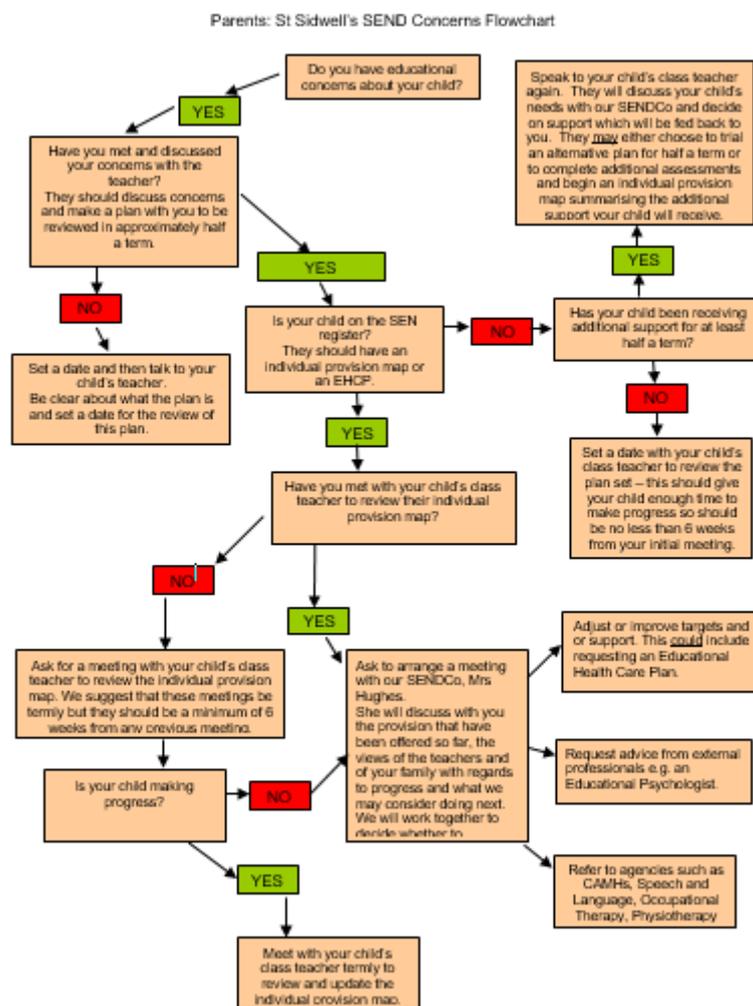
The school works closely with a range of outside agencies and professionals to seek additional advice for some children. E.g. the Educational Psychologist, Speech & Language Therapist, Communication & Interaction Team etc. This help is requested after discussions with parents.

The SENDCo analyses the progress data for SEND children termly and uses this information to evaluate the effectiveness and impact of the extra help given to individual children and to adjust it accordingly.

The SENDCo produces a written termly SEND report for the school governors.

What should I do if I think my child needs more help in school?

Please see the flowchart on our school website which illustrates the process to be taken if you have a concern about the educational needs of your child.



Teachers are the first port of call and are available at the beginning (Foundation Stage and KS1) and end of the school day to talk to parents about any concerns. A separate time can be arranged if a longer conversation is necessary. The SENDCo is very happy to talk to parents / carers who are worried about their child's education, emotional well-being or health. Her designated SENDCo day is a Wednesday and she is always on the playground at the start and end of school on Wednesdays. She is also very happy to be contacted at any time via the school office.

How will I know about support planned for my child?

At termly parents' evenings, teachers discuss progress with parents / carers and the child and discuss plans for extra support which is detailed on the class paperwork. Parents / carers are also given information about how they can support their child at home.

Some children will have a more detailed Support Plan, agreed with parents / carers and other professionals in Team around the Family meetings (TAF meetings). The Support Plan will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.

Children with an Education, Health and Care plans (EHCP) have an additional Annual Review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed.

At times of transition to other schools additional meetings and support plans are put into place for children and their families.

How will the curriculum be matched to my child's needs?

As part of our emphasis on high quality teaching and learning, all of the class teachers differentiate and adapt the work, the learning environment, their language and expectations to suit the needs of each child. This enables all of the children to be able to access and contribute to a broad and balanced curriculum in addition to developing their speech and language skills, social skills and independence.

Staff recognise the need to ensure that children have opportunities to use and develop a range of learning styles and resources. The school also actively encourages a Growth Mind-set approach to learning which is evident in all classrooms throughout the school.

The school also provides a wide range of additional support in order for every child to be included in as much learning as possible alongside their peers in the classroom. The curriculum may be adapted to meet individual children's special educational needs, and some children may need additional support in small groups outside the classroom in particular areas of the curriculum. Here are some examples of the interventions that are currently being used in school:



Lego Therapy



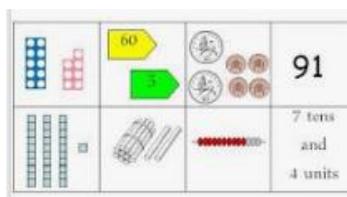
Priority Reading



Precision teaching



Read, Write, Inc. Phonics



From Counting to Calculating



Outdoor Learning

The school uses a THRIVE approach to support additional social and emotional needs. THRIVE support usually takes place in small groups based in our specially equipped THRIVE room.

Teachers and the SENDCo talk with individual children regularly to give the children an opportunity to feedback on their learning and how well they feel their needs are being supported.

How will I know if my child is doing well?

In addition to parents' evenings, the school encourages informal conversations between staff and parents / carers so that success can be celebrated quickly and problems discussed at an early stage. All children receive an Annual Report on their progress. Some children may have a home-school book to keep parents / carers in touch with daily events where necessary. We value the views of the children and their parents / carers highly and believe that success in supporting the child requires the involvement of everyone.

If a child is assessed by a professional from an outside agency e.g. the Educational Psychologist, parents / carers receive a comprehensive written report from them including advice and strategies for home and school. Parents are also invited to discuss the reports with the SENDCo and to work collaboratively to plan the support which will be put in place.

How does the school judge whether the support has had an impact?

Each teacher will meet with the SENDCo and Headteacher termly to review the outcomes and impact of the child's interventions and support. This is shared with parents/ carers at parent's evening or Team Around the Family meetings and new outcomes or planned support is agreed where applicable. The impact of the support will also be judged using a range of evidence through the school monitoring system. This includes: classroom observations, teacher appraisal, scrutiny of work, pupil observations, pupil voice, analysis of data and learning walks.

How will my child be included in all school activities, including those outside the classroom?

All children with SEND are part of a mainstream class and take part in all classroom activities. There are also opportunities to be involved in class assemblies, outings, residential trips and lunch time and after school clubs. Staff discuss and agree with parents / carers how their child can be included in these whilst taking account of their individual needs. Some children who require 1-1 support in school may also need 1-1 support at lunchtimes and playtimes. Children with SEND play a full part in school life including being members of e.g. school council, green team, school choir etc and taking roles and responsibilities in their classrooms.

Who supports children with SEND at St Sidwell's School?

The SEND Code of Practice 2015 states that 'all teachers are teachers of pupils with special educational needs' and at St Sidwell's all staff work hard to support children with Special Educational Needs and Disabilities. The following may be particularly involved in supporting you and your child;

Special Educational Needs Co-ordinator (SENCo): Charis Hughes

Special Educational Needs Learning Support Assistant & Thrive Practitioner (SEN LSA) : TBC –
Recommencing Spring 2021

Governors with responsibility for SEND: Jackie Willey & Ruth Lewis

Educational Psychologist: Valerie Marshall

Speech & Language Therapist: Victoria Taylor & Tanya Bowden

School Nurse: Kelly Garnsworthy

The SENDCo has many years of experience in working with children with SEND. The SENDCo is also one of the school's Deputy Designated Safeguarding Officers. The SENDCo has completed The National Award for SEN Coordination at The University of Plymouth. The SENDCo attends regular Local Learning Community SENDCo meetings to ensure she is up to date with and knowledgeable about all current and new initiatives. Staff at St Sidwell's are skilled in meeting the needs of a range of SEND and both teachers and TAs (Teaching Assistants) access both internal and external training as part of their Continual Professional Development. We work closely with other professionals and services in order to increase practitioners' knowledge and understanding of SEND.

How is the school equipped to meet the needs of children with SEND?

St Sidwell's school was rebuilt 14 years ago and has a safe and secure site with large outdoor spaces and a disabled parking bay. It is fully wheelchair accessible with a lift to the lower floor. It also has fully accessible toilet and changing facilities available. The school works hard to ensure that classrooms and other learning environments meet the needs of children with any physical or sensory needs. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school also has a hearing loop, and uses a range of ICT to support learning.

We are particularly proud of our THRIVE room which is equipped with a range of equipment to support sensory and emotional needs.

How are parents involved in the school?

At present every effort is being made to involve parents in school life whilst we continue to follow government guidance and risk assessments due to Covid-19.

All prospective new parents / carers are invited to visit the school or view the school online and new parents / carers of SEND children are given the opportunity to discuss their child's needs and how the school could accommodate them.

St Sidwell's has a parent association 'FOSSS' and parents / carers are also regularly invited to a range of events including class assemblies, church services led by the children, music performances and topic celebrations led by individual classes. As many of these events as possible will be moved online.

We hope that we will soon be able to invite our EAL parents / carers to take a big part in our annual 'International Evening' and again welcome parents / carers with particular interests / expertise to share these with the pupils, for example through Community gardening afternoons.

Each class has an open evening or 'meet the teacher' meeting at the beginning of the school year and a range of parent curriculum information meetings also take place during the year. Curriculum overviews and half termly curriculum letters for each class are to be found on the school website or on online learning platforms Seesaw (for keystage one) and google classroom (keystage two).

The SENDCo holds information meetings for parents / carers of children with SEND, for example, an introduction to THRIVE. Parents / carers are also encouraged to suggest themes for these meetings.

How can I get more information about SEND in Exeter and Devon

The support provided by Devon Local Authority for children with SEND can be found at <https://new.devon.gov.uk/send>

Further information may be accessed from Devon Information, Advice and Support <http://www.devonias.org.uk/>
(01392 383080)

The SENDCo can direct parents / carers to other organisations and services that can provide additional support for SEND.

What should I do if I am worried or unhappy about the support my child is receiving in school?

In the first instance parents / carers are encouraged to talk to the class teacher or SENDCo. The Headteacher is also happy to arrange a time to discuss concerns with parents / carers.

If a parent / carer still feels concerned, the Governor responsible for SEND can be contacted via the school office.

DIAS (see details above) can advise parents / carers on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.