Littleham C of E Primary School

Special Educational Needs and Disability (SEND) Information Report January 2021

Littleham C of E Primary School is a small mainstream village school with an inclusive ethos. We are committed to meeting the Special Educational Needs of pupils and ensuring that they make progress. In line with our mission statement we aim to provide a positive, happy and secure learning environment where everyone is valued and will be encouraged to do their best. Pupils at the school are aged between 2 and 11 years. We currently have 17 nursery and 137 school-aged pupils on roll.

What type of special educational needs do pupils currently have at Littleham C of E Primary School?

Our school successfully includes pupils with a range of special educational and/or medical needs.

All SEND fall under four categories of need as laid out in the Code of Practice 2014:

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

Some pupils may have needs in one or more area.

Littleham has children with a wide range of needs across all of these areas. Many benefit from support and differentiation as part of teacher's quality first teaching in class. Some children require further support and need something which is "different to" or "in addition to" their peers to cater for their special educational need.

We currently have children at our school with a wide variety of needs including the following:

- social, emotional and mental health
- speech and language
- global delay
- dyslexia
- dyspraxia
- ASD
- PDA
- ADHD
- short term memory
- auditory processing
- hearing impairment
- sensory and physical
- epilepsy
- Spina bifida

How do we identify children with Special Educational Needs?
What should I do if I have concerns about my child?

A school's ***provision*** for SEND ***is defined*** as ***support which is additional to or different from*** that which is available to all students. We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including:

- liaison with previous school or pre-school setting
- child performing significantly below 'age expected' levels or equivalent
- concerns raised by a parent or carer
- concerns raised by a teacher
- liaison with external agencies e.g. speech and language therapist, educational psychologist
- use of standardised assessment tests such as: Speech and Language Link, Aston Index, and non-standardised assessments such as Funfit
- children with an EHCP (Education Health and Care Plan) will already have many of their needs clearly identified via the plan.

When a pupil is identified as having a SEND this is shared with the parents/carers and next steps discussed. The child's name, with the parents'/carers' agreement is then placed on the school's SEND Register. This is confidential and is not available publicly. We recognise that children's needs may change over time and provision must reflect this***. The aim of any additional provision is for the child to achieve age related expectations and so once this threshold is met they may be removed from the school SEND register.***

If you have concerns at all about your child's needs, please come and talk to us. Contact your child's class teacher/s initially about your concerns. You are also welcome to meet with a member of the SEND Team. Appointments can be arranged in person, by phone 01395 266535 or by email admin@littleham.devon.sch.uk

Our SEND team:

SENDCo / Inclusion Lead – Ms Carrie Goodwin sendteam@littleham.devon.sch.uk
Assistant SENDCos – Mrs Diana Bradbury and Miss Jen Dell
Pastoral Worker – Mrs Jo Poslett

How will the school let me know if they have concerns about my child's educational needs?

If we have any concerns about your child's needs the class teacher/s will set up a meeting to discuss this with you in more detail and to:

- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Listen to any concerns you may have.

On some occasions a member of the SEND Team may conduct or join the meeting.

How are children with SEND supported in school?

All teachers and support staff work hard to provide 'quality first teaching' for all children. The class teacher is responsible for planning and delivering a curriculum that is differentiated to meet the needs of all the pupils in the class and that allows everyone to learn and achieve their potential. When children are seen to need extra support, intervention will be planned and monitored by the teacher and the SEND team informed. If after this input the child is still working at level significantly below age expectations, we will inform parents/carers and they will be added to the SEND register. Further assessments will be carried out and intervention planned. In some cases, advice from outside agencies will be sought.

How are parents informed about the support children with SEND are receiving?

Class teachers formally meet with parents/carers of all children during termly parent interviews to discuss their child's progress and the support that they are receiving. Children with SEND will also have personalised targets set out in a My Support Plan. These targets will be set and agreed and reviewed at these termly Teacher and Parent/carer SEND meetings led by the class teacher. Sometimes it is necessary to arrange extra TAF meetings (Team Around the Family Meetings) to share targets and to discuss planned intervention.
If you have any concerns or questions in between these meetings, then please speak to your child's class teacher or contact the SEND Team.

How does the school monitor progress of pupils with SEND?

The progress of <u>all</u> children is reviewed by teachers formally at the end of each term using Target Tracker measuring their progress and attainment against their own targets and age related expectations.
We monitor the impact of the support children with SEND have received to ensure they are making progress by:

- reviewing individual targets and ensuring that they are being met.
- reviewing their work in class and the impact of the intervention every term/half term (dependent on the type of intervention)
- recording progress and assessments on Target Tracker
- gathering verbal feedback from the child, the parent and teacher to build a wider picture
- moving children off the SEND register when they have made sufficient progress – parents will always be informed if this has taken place.

Clare Rooke, the designated SEND Governor, works closely with the SENDCo. The governing body are kept informed about the changes in SEND, progress of our SEND children and changes in the numbers of children on our register. The SENDCo is part of the senior leadership team, emphasising our commitment to ensure the best outcomes for all our children.

How are parents with children with SEND kept informed of their progress and support?

Littleham is a small school, where all the staff work hard to get to know each and every child. The staff work together to make each child feel valued and to support them to achieve the best possible outcomes. The class teacher and SENDCo closely monitor the progress of children with SEND to ensure that targets set are achievable and that the support provided is appropriate.

- A child's individual/group SEND targets are shared with parents termly together with suggestions of ways to support a child's learning at home
- Sometimes we will consult with parents and suggest a TAF meeting (Team Around the Family) particularly if outside agencies are likely to be involved in meeting a child's needs.
- If a child has complex SEND they may have an Education Health Care Plan (EHCP). In such instances a formal meeting will take place to discuss the child's progress and a report will be written annually in an Annual Review Meeting.
- All children receive an annual teacher report.
- Where outside agencies have worked with a child either a written report is sent by the professional to the parents or/and school or the school is asked to provide oral feedback to the parents/carers.

How do staff support children and adapt the curriculum to support children with SEND?

<u>Class based support</u>

- Teachers ensure that children with SEND have the same amount of 'teacher time' as other pupils in the class.
- Teachers adapt their teaching to target differing needs in the classroom by setting differentiated tasks – breaking it down into achievable and meaningful goals - and providing suitable resources. Other support may include the use of extra adult support, visual prompts, access to technology.
- Children with SEND use appropriate resources in order to help them make progress e.g. writing slopes, coloured overlays, text books with coloured pages, individual visual timetables
- Intervention groups e.g. Code X, are usually taught for short periods of time by TAs who have been specifically trained to deliver the intervention
- On occasions children may need to be taught on a 1-1 or small group basis out of the class environment for longer periods of time in order that they can work at a level and speed appropriate to them.

<u>Outside agencies support</u>

Specialist support may be provided in school when a pupil has been identified by the SENDCo/Class Teacher as needing some extra specialist support.

This may be from:

- Local Authority services, such as specialist teachers or TAs

- Health services such as speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Other agencies such as the Education Psychology Service, Behaviour Support Team.

For this type of support parents will have been asked for permission for the school to refer the child to a specialist professional, e.g. Behaviour Support. In some cases the professional will then come into school to work with the child, although more often they provide plans and advice for ways for the school to support the child. Sometimes children are invited to be supported on a planned intervention programme run by the professionals out of school e.g. Fine motor skills workshops at Vranch House.

<u>Specified individual support</u>

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 the 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. The EHCP outlines the amount of funding the school will receive from the LA to support the child and outlines how the support should be used, and what strategies must be put in place. It also sets long and short-term goals for the child.

An additional adult may be used to support the child with whole class learning, run individual programmes or run small groups including the child. Other resources may also be secured through this funding but this is a collaborative decision involving parents, education and/or health care professionals.

Decisions about the type of support that would best meet the needs of the child are reviewed regularly to ensure that children are reaching their full potential and that the intervention and support that is put into place is having an impact.

How are the views of children with SEND involved in their learning and decision making?

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning.
The views of children with SEND are sought through:

- discussion with the class teacher/ SENDCo
- comments made during planned intervention work
- contributions to My Support Plan reviews and EHCP Annual Reviews
- personal pupil conferencing by subject leaders

How are children with SEND included in activities outside the classroom and school trips?

We aim to include children in every possible activity both inside and outside the classroom. All school trips are planned and where possible adapted around the needs and abilities of all children. A risk assessment is carried out prior to any off site activity to ensure the health & safety of all children will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided, wherever possible.
We offer breakfast clubs and a variety of lunchtime and after school clubs which are open to all children.
Children with SEND are welcome to attend any of these clubs.

How does the school prepare and support children with SEND with admission into school, changing classes, transferring to and from another school and moving to secondary school?

We encourage all new children and parents to visit school prior to starting and taster sessions are offered.

<u>EYFS – Early Years Foundation Stage</u>
We collect information from parents and other early years providers when all children start in nursery and Reception. Home visits can be arranged for children with more complex needs to ensure staff are fully aware of a child's needs and any changes in provision can be made. Meetings with other professionals who are involved with supporting the child are also arranged prior to starting school. Additional school visits are arranged if needed for children with SEND and activities to support a smooth transition are carried out e.g. transition photo booklets.

<u>Within school</u>
Transition between classes within the school is part of our annual program of transition and handover to the next class teacher. We make sure that children are carefully prepared for the changes to their school routine and additional time is spent by the child with their future teacher/TA if needed. Photo books/ leaflets are sent home at the end of term to support this process.

<u>End of Year 6</u>
Preparation for transition to secondary school often begins at the end of Year 5 for pupils with SEND. Parents are offered advice with the types of questions to ask when looking round future schools. We invite the SENDCo of the secondary school to the annual review meetings for children with an EHCP. Children from our school transfer to a range of secondary schools – and all schools arrange transition days and opportunities for the children to meet their Year 7 tutor. We will also work with the secondary schools SENDCo's to plan extra transition visits and carry out additional activities during the summer term to suit the needs of individual children. We have a close relationship with Exmouth Community College, and throughout the year there are

times when Yr6 children visit the school for special lessons and activities. A copy of all SEND paperwork is passed on to the child's new school before they leave.

Where children with additional needs are moving settings information is shared between schools and transition planned with taster days where needed.

What specialised services and expertise are available at or accessed by the school?

As a school we liaise with and access support from a number of outside agencies which provide more specialised advice and support to ensure that the staff of the school can deliver appropriate and effective interventions and support for children with a variety of SEND.

The agencies which we currently work with are:

- School Nurses and Community Health Workers
- The Educational Welfare Officer
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapy
- CAMHS
- Communication and Interaction Team
- Behaviour Support Team
- Support for pupils with hearing impairment
- Integrated Bladder and Bowel Care Service
- Multi-Sensory Impairment and Enabling Services
- Children's Centre
- Multi Agency Safeguarding Hub
- Devon Information and Support Service (DIAS)
- Balloons
- Dyslexia Team

What training have the staff supporting SEND had or what training are they having?

All staff are trained to identify when there are barriers to learning and to respond appropriately. Our SENDCo, Assistant SENDCos, teachers, teaching assistants and meal time supervisors have a wide range of qualifications, training and experience of working with children with a range of needs.

We have a culture of sharing good practise and expertise across the Jubilee with Pebblebed Federation; this enables us to ensure our staff have as much knowledge as possible within the

field of supporting children with SEND. We seek to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. Over the past few years staff have attended specific training including the list below - which have enabled us to run these interventions in our school:

- Thrive
- Forest School
- Numbers Count
- Counting to Calculate
- Funfit
- High Five (Funky Fingers)
- Reading – X-Code
- Devon Enhanced Autism Programme
- Devon Enhanced Language Programme

Where can I find further information and advice?

Please talk to your child's class teacher in the first instance or a member of the SEND Team.

The school has a complaints policy, which is available on the school website. If a parent/carer is still concerned the SEND Governor, Clare Rooke can be contacted via the clerk hryland@woodbury-salterton.devon.sch.uk.

You may find the following websites useful:

Devon Information Advice and support for parents with children with a SEND can be contacted at: www.devonias.org.uk

For information on services provided by the local authority, please see the Local Offer at https://new.devon.gov.uk/send

Exmouth Children's Centre and school nurse 01395 226789

If you would like to discuss this report or would like further explanation regarding any aspect of it, please contact the SENDCo or Executive Headteacher.