

Berry Pomeroy Primary School

SEND Information Report

2019-2020

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. Namely provision which is **additional to or different from** that normally available in a differentiated curriculum.

In accordance with the Code of Practice (2015), Berry Pomeroy Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Berry Pomeroy SEND Policy:

SEND Structure and Leadership

Fiona Dean is Berry Pomeroy's SENDCo (Special Educational Needs and Disabilities Coordinator).

Berry Pomeroy buys-in to Babcock's Educational Psychology Service and we have access to an Educational Psychologist for 8 days per year.

Questions you may have as a parent
or carer

Key Information

School Policy & Procedure

What kinds of SEND do pupils in the school have?

Under the SEND Code of Practice 2015, pupils identified as having a special educational need and/or disability (SEND) are considered within one or more of the following categories of need:

- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Communication and Interaction needs**
- **Sensory and/or Physical needs**

Currently at Berry Pomeroy we are supporting children with a whole range of needs including, but not exclusive to:

- Specific learning difficulties (SpLD):
 - o dyslexia (reading and spelling),
 - o dyscalculia (maths),
 - o dyspraxia (coordination) and
 - o dysgraphia (writing).
- Moderate learning difficulties (MLD)
 - o ADD/ADHD
 - o Attachment Disorder
 - o Speech, language and communication needs (SLCN)
 - o Autism
 - o Visual impairment (VI)
 - o Hearing impairment (HI)
 - o Physical disability (PD)

<p>How do you know if a pupil needs extra help?</p>	<p>All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.</p> <p>Adequate progress:</p> <ul style="list-style-type: none"> • May be similar to that of the pupils' peers; • Matches or betters the pupils' previous rate of progress; • Closes the attainment gap between the pupil and their peers; • Prevents the attainment gap growing wider.
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	<p>Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will then work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.</p>
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<p>Day to Day Support</p>	
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<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers use collated information about the strengths and needs of individual pupils when planning how to implement the curriculum. This is to ensure that all pupils are able to access the curriculum and move forward with their learning.</p> <p>A variety of teaching styles is used to accommodate different learning styles. Where a bespoke curriculum is needed, differentiated resources and topics will be chosen to suit the learner.</p>
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How do teachers help pupils with SEND?

How will the school support my child?

We ensure that Quality First Teaching with appropriate differentiation is in place for all groups and individuals to enable access to learning as well as fostering independence.

Additional provision is coordinated by the school's SENDCo and designed and implemented by teaching staff.

In the past year this has included interventions such as:

1. Communication and Interaction

- Speech and language therapy
- Social Communication Groups, e.g. Socially Speaking
- Use of Picture Exchange Communication System (PECS) or picture cues Makaton sign language to support speech
- Lego therapy
- Use of access technology e.g. Communicate Inprint

2. Cognition and Learning

- Reading intervention, e.g. Project X, Dandelion Readers, Songbird
- Working Memory intervention
- Maths intervention, e.g. Counting to Calculating, Multiplicative Maths, Sparx
- Writing interventions, e.g. Handwriting support
- Interventions targeted at specific learning difficulties, e.g. Toe by Toe, Nessy

3. Social, Emotional and Mental Health

- Thrive
- Bespoke 1:1 or small group pastoral support
- Targeted programmes for anger management, bereavement and/or loss, raising confidence, anxiety, belonging
- Families In Grief Bereavement Workshops
- Mindfulness
- Peer Massage
- Family FUNs

4. Sensory and/or physical needs

- Dough Gym
- Sensory Activities
- Gross Motor Skill Activities
- Use of iPads/Chromebooks and access technology
- Physiotherapy, supported by advice from the Occupational Therapy Service

Further Interventions which we hope to introduce this year include:

- 'Funky Fingers' for fine motor skills
- 'Fun Fit' for gross motor skills
- A bespoke Multisensory Specific Literacy Difficulty Support programme □ 'This Is Me' self-esteem programme

<p>Is there any additional support available to help children with SEND?</p>	<p>The school budget, received from Devon Local Authority, includes Element 2 funding for supporting children with SEND. The Headteacher and SENDCo decide upon the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.</p> <p>The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> -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. <p>From this information, they decide what resources/training and support is needed. In the past year our notional SEND Budget has supported pupils with SEND through:</p> <ul style="list-style-type: none"> • Deployment of support staff in each year group, with an emphasis on early identification and early intervention
	<ul style="list-style-type: none"> • Additional support staff deployed across the school to support identified pupils with complex needs • Pastoral Assistant to meet pupils' emotional and social needs • Alternative lunch time provision • SEND administrator to support the SENDCo • Purchasing of additional SEND resources • Buy-in to the Devon Educational Psychology Service • Additional training for staff • Additional time for meetings including those with outside agencies and Annual Reviews

<p>How will the school know how well my child is doing?</p>	<p>SEND support takes the form of a four-part cycle. This is known as the Graduated Response – Assess, Plan, Do, Review. We believe that parents should be involved at each stage of the cycle.</p>
<p>How will I know my child is making progress?</p>	<p>In the early part of each term, parents of children with SEND are invited to a meeting with the class teacher to discuss their progress. The teacher will share the child's Individual Education Plan (IEP) and parents will have the opportunity to contribute to this document.</p> <p>The IEP will have information about the child's journey so far, their barriers to learning as well as their strengths. The teacher will set targets and be clear on the outcomes expected by the following term. At every meeting, the previous targets will be reviewed so that parents can see the impact of the planned interventions.</p> <p>The progress of children with an EHCP will be formally reviewed at an Annual Review which is an additional meeting attended by all adults involved with the child's education.</p> <p>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 the results are published nationally.</p> <p>Parents will also be invited to the Parent Evenings which are held twice a year and to an additional meeting to discuss their child's report if they desire.</p> <p>Other forms of communication include Team around the Family meetings (TAFs), Know Your Class Documents, Pupil and Parent Views and telephone and e-mail correspondence.</p>

<p>How will you support my child's overall well-being?</p>	<p>At Berry Pomeroy, a child's well-being is of paramount importance. All teaching staff and teaching assistants have the relevant safe-guarding and pastoral training to identify needs and to seek the appropriate support for a child, whether this be CAMHs, The School nursing service, Timid to Tiger parent courses or individual support in the classroom.</p> <p>If a member of staff or parent is concerned about a child's well-being, they will liaise with the SENCO to provide an appropriate plan of action.</p> <p>Every child has a 'named adult' and the communication between the child and named adult is an integral part of our school community – children are aware that this is an easily accessible first point of contact if they are unhappy or want to discuss their feelings.</p> <p>All staff use CPOMs to record well-being issues as well as safeguarding, behavioural and medical concerns, so there is a complete picture of a child's needs. Staff work closely with parents with a policy of open communication to ensure that a child's well-being is always a priority.</p>
<p>Involving Families</p>	
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<p>Parents of children with SEND are invited to termly IEP meetings to discuss their child's needs, the provision and targets in place and the progress their child is making against their targets. These are in addition to the termly Parents' Evenings.</p> <p>If parents are still concerned, then they are able to meet with the SENDCo or ask that the SENDCo attends the next IEP meeting.</p>
<p>How will my child be able to share their views?</p>	<p>Before every IEP meeting, the teacher will meet with your child to gather their views. This may be done informally through a friendly chat or through a questionnaire or scaling activity. The school has sought advice from the Devon Information, Advice and Services website regarding gathering pupil views as we see it as essential component when planning their support.</p> <p>If your child has an EHCP they will be invited to their Annual Review. They will be helped to collate their views beforehand and will be given the option of having a familiar adult share them in the meeting if they feel uncomfortable doing so themselves.</p>

<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>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.</p> <p>If your child is joining us from another school:</p> <ul style="list-style-type: none"> Your child will be able to visit our school and stay for a taster session, if this is appropriate.
	<ul style="list-style-type: none"> A “buddy” will be assigned to your child if he/ she is moving mid- year, to show them around school and to make them feel welcome. If your child would be helped by a book/passport to support them with moving on, then one will be made for them. <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> 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 with moving on, then one will be made for them. <p>When moving classes within school:</p> <ul style="list-style-type: none"> 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. Individual Education Plans will be shared with the new teacher. If your child would be helped by a book/passport to support them with moving on, then one will be made for them. You will be asked to share your views/ concerns regarding transition by filling in a parent’s questionnaire. Pupils will be asked to complete a pupil questionnaire, letter or profile that will be passed on to their new teacher. <p>In Year 6:</p>

	<ul style="list-style-type: none"> • The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. • Your child will participate in sessions related to all 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. • If your child would be helped by a book/passport to support them with moving on, then one will be made for them.
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Staff Skills & Wider Support	
<p>What skills do the staff have to meet my child's needs?</p>	
<p>What specialist services are available at or accessed by the school?</p>	<p>In this past year we have accessed specialist support from the following teams:</p>

	<p>This is accessed through a referral by the SENDCo:</p> <ul style="list-style-type: none"> • 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 you and the school to understand your child's particular needs better and be able to support them more effectively. • The specialist professional will work with your child and their teacher to understand their needs and make recommendations as to the ways your child is supported. <p>Where there are multiple services engaged, a TAF (Team Around the Family) may be called. This is a meeting where the family and services can ensure that they are working together effectively to reduce concern.</p>
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Some children may need additional specialist equipment. Please be reassured that:</p> <ul style="list-style-type: none"> • The school is fully compliant with DDA requirements • There are disabled toilets, a shower area and changing facilities • We ensure that wherever possible that the equipment used in school is accessible to all children regardless of their needs. • Breakfast and Afterschool provision is accessible to all children, including those with SEND <p>The planning of all school trips involves the completion of a Risk Assessment and this ensures that your child's needs have been taken into consideration and that the necessary steps have been taken to ensure they can be included.</p> <p>Where needed, the school seeks advice from outside agencies such as Occupational Therapy in order to ensure that the school is fully accessible for all children.</p>

How will my child manage tests and exams?

Some pupils with specific needs may need additional arrangements so that they can take part in tests. Access arrangements are adjustments specified by the Standards and Testing Agency that can be put in place to support those pupils.

Access arrangements may include extra time, a separate room, a scribe or a reader. The Headteacher, SENDCo and teachers decide whether pupils will need access arrangements and this decision is based primarily on normal classroom practice as evidenced through their Individual Education Plan.

Accessing Advice & Support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, there are lots of people you can talk to.

Initially start with: **The Class Teacher**

They are responsible for:

- Checking on the progress of your child and planning the delivery of any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Coordinator (SENDCo) know as necessary.
- Writing and reviewing Individual Education Plans (IEPs) and sharing these with you at least once a term.
- Personalising teaching and learning for your child as identified on their Individual Education Plan.
- Ensuring that the school's SEND Policy is followed in their classroom.

If you are still concerned, then contact: **The SENDCo**

She is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as parents, 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 in to school to help support your child's learning, e.g. Speech and Language Therapy or Educational Psychology

What do I do if I'm not happy or if I want to complain?

Berry Pomeroy welcomes feedback from parents, pupils and other agencies and most concerns can be dealt with effectively by the class teacher and SENDCo.

Details of the school's complaint procedures can be found on the school website. If you are not happy about the way your child is being supported within school, you can contact:

The Headteacher: Mrs Natalie Last

She is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met and that the Governing Body is kept up to date about issues relating to SEND.

The Berry Pomeroy SEND Governor: Jemma Major

She is responsible for:

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

<p>Where can I get information, advice and support?</p>	<p>DIAS (Devon Information, Advice and Support) have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential.</p> <p>Link to website: https://www.devonias.org.uk/</p> <p>Other Useful Links:</p> <p>Children and Family Health Devon https://www.dpt.nhs.uk/our-services/children-and-family-health-devon</p> <p>Devon Children and Families Partnership https://www.dcfp.org.uk/</p> <p>British Dyslexia Association - https://www.bdadyslexia.org.uk/</p> <p>National Autistic Society - https://www.autism.org.uk/</p>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Devon County Council aim to identify special educational needs and disability (SEND) as early as possible and provide the right support built around the needs of children and young people.</p> <p>Please see below for a link to Devon's Local Offer. Here at Berry Pomeroy, we are proud to be contributing to this overarching offer of support.</p> <p>https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p>