

SEND Information Report For Parents and Carers 2017-18

Recent changes to SEN

On 1st September 2014, the Children and Families Act 2014 introduced a new framework for children with special educational needs and disabilities (SEND) representing the biggest shift in SEN for 30 years. *The Code of Practice gives statutory guidance to organisations who work with and support children and young people with SEN and their parents. The Code provided practical advice on how to carry out statutory duties to identify, assess and make provision for children and young people with SEND needs.*

Additional Educational Needs

All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

To ensure the best outcomes for children, we work with a range of services and agencies across education, health and care, to improve access and inclusion. We aim to identify special educational needs and disabilities (SEND) as early as possible and provide the right support built around the needs of our children.

For further information please follow the link to Devon's SEND website:

<https://new.devon.gov.uk/send/>

What type of School is Berry Pomeroy?

Berry Pomeroy is a mainstream village primary school with 105 pupils on role organised into classes of 30 with Year 6 in a class of 15. It is a smaller than average sized primary school for pupils aged 4 - 11. There are currently 22% of the pupils on the SEND register who are receiving additional support in the classroom. At Berry Pomeroy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils.

Where can I find information about the school approach to pupils with SEND?

The school's approach to pupils with SEND is documented in the school's SEND policy. Further information can be found from the school's latest Ofsted report. Links are provided below:

Policies: [SEND-Policy-2014-15](#) [Disability Equality Scheme](#)

Ofsted Report: [Berry Pomeroy Link](#)

Where can I find information about the Local Authority's Local Offer for children with SEND and their family?

The local authority and schools are required to publish and review information regarding the services that they expect to be available to children and young people with SEND aged 0-25. This is termed the Local Offer. Information about the Local Authority's Local Offer can be found on the Devon County Council website. A link is provided below:

<https://new.devon.gov.uk/send/>

The purpose of the local offer is to improve choice and transparency for families.

SEND needs at Berry Pomeroy Parochial CE Primary School

The school aims to provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

If you believe your child needs extra help and would like to discuss this with the school please speak to your child's class teacher in the first instance. Class teachers are happy to speak to parents at the end of the day or you may want to arrange a longer meeting at a convenient time through the school office. You can also discuss your concerns with the Headteacher and SENDCO, Mrs Fiona Dean who can be contacted on 01803 863519 or by email admin@berry-pom.devon.sch.uk

Who is the person responsible for children with SEND?

Every teacher has the responsibility for children with SEND in their class. The SENDCO is the person responsible in ensuring this support meets the needs of the children and provides support and advice to teachers and parents where required. From September this role will be the responsibility of Mrs. Fiona Dean. The SENDCO can be contacted by telephone or by email through the school office admin@berry-pom.devon.sch.uk Alternatively, visit the school and leave a message with the school's administrator, Mrs Jacquie Franklin

How does the school assess the progress of pupils and what would they do if my child were falling behind?

Pupil progress is regularly assessed by the teachers through observation, marking, conferencing and assessments. Assessment by testing occurs at the end of term and the academic year. Pupil progress meetings are held every half term between the teacher and Headteacher, where every child's progress and attainment is reviewed. Parents are kept informed of progress at termly Parent Consultations and through the written end of year report. Any initial concerns teachers have about the progress of individual pupils are raised with parents to ensure that parents are fully informed of any developing learning needs. The class teacher will make initial adjustments to support the pupil to meet the required levels of progress. Pupils who are identified as not making sufficient progress are reviewed by the class teacher, headteacher and SENDCO to establish the main needs of the pupil and assess whether these needs can be met through support within the class and differentiation of lessons or the pupil requires SEND support and specifically tailored interventions.

What support can the school provide for children with SEND?

The school will provide a variety of support for children with SEND. This may include 1 to 1 intervention and group work. The school will also access external agencies when appropriate to enhance provision. Please see below for current intervention provision details.

How does the school know if children need extra help/support?

Pupils individual needs are assessed in a variety of ways

- Information passed on from previous schools
- KS1 SATS results
- Year 1 Phonics Screening
- Read Write Inc Assessments
- Lack of progress in curriculum areas through half termly teacher assessments
- Listening to and following up on parental concerns
- Following up on concerns raised by Class Teachers and Teaching Assistants regarding individual pupils
- Information gathering through observations, assessments

- Reports from outside agencies including medical letters, occupational therapy reports and speech and language reports.
- Half termly teacher assessments
- Reading age assessments
- Data tracking for pupil progress

What further external support can the school access and when would this happen?

The school has access to several external agencies that can provide additional support. Where a need has been identified by the school, the SENDco will discuss this with parents and seek advice and support from the appropriate agency in order to meet the needs of the child. The school employs an Educational Psychologist who is familiar with the setting. She attends regularly to the request of the SENDco and the needs of the pupils.

Other agencies are welcomed and include

- School Nurse
- ASC team
- Communication and Interaction Team
- CAMHS
- OT Service
- Speech and Language Service
- EH4MH

How will the school and I know how my child is doing?

If your child has SEND support, his/her progress will be reviewed with the SENDCO and class teacher at school during a SEND Pupil Progress Meetings every term. The academic progress in core subjects as well as individual targets will be reviewed and if progress is slower than expected an Individual Learning Plan may be initiated to address any difficulties. Parents can check the progress of their child with their class teacher at any time or the SENDco if concerned. If your child's needs are more complex and a multiagency approach is needed, the school may start the process to access Early Help for your child with your full involvement from the beginning. Desired outcomes are agreed and recorded and progress towards agreed outcomes will then be reviewed through Team Around the Child (TAC) meetings or Team around the family (TAF). Those children with statements of special educational needs now known as an Education Health Care Plan (EHCP) will also have their child's progress reviewed through a statutory annual review meeting every year. During this meeting, plans are made and targets are agreed and set to meet the needs of individuals for the next 12 months.

What training or specialist expertise does your staff have around SEND?

School staff have been trained to provide a variety of specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that training gap is addressed. A programme of training is in place to meet the needs of the current school role.

How accessible is the school environment?

The school is easily accessible for children with a disability. There is access from a hard standing car parking space in the car park. A ramp allows access to Class 1 and 2. There is a disabled toilet. The main school is on one level. Access to the village hall is via a ramp at the back of the hall.

If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

If you are not happy with the SEND provision at the school, please contact the class teacher or SENDco or the Headteacher, to share your concerns. If you wish to make a complaint about the school, please direct your grievance to the school's Chair of Governors. Information is available on the school website. Devon Information Advice and Support (DIAS) www.devonias.org.uk can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.

What sort of extra support might my child have?

We believe the best support is delivered within the mainstream classroom through accessing high quality teaching as part of the universal provision for all children with the addition of a personalised curriculum to meet an individual's SEND needs. We can also provide extra adult support within the classroom, small group and personalised interventions outside the classroom. Listed below is a brief overview of the various intervention programmes we can offer at Berry Pomeroy to support learners. If you wish to discuss your child's support programmes please do not hesitate to get in touch with class teachers, SENDCo or headteacher.

Intervention Programmes

The following programmes and resources are available to support quality first teaching. Adaptions are made to ensure that pupils have the support they require to develop their learning. If a need arises and the school does not have access to the appropriate resources the SENDCo will respond to the advice of external agencies to source support and resources.

Supportive Learning environments

We aim to create dyslexia friendly learning environments to ensure that we can support the needs of learners with dyslexic type difficulties. We have access to a wide range of dyslexia resources.

Speech and Language link

A programme that targets sounds that children have difficulties in producing or any understanding of vocabulary. Children are tested within the school using this specialised computer programme and then our TAs (under the guidance of a class teacher) delivers the suggested individualised programmes. There are occasions when the tests show that a child needs to be referred to a Speech and Language Therapy for additional guidance and/or intervention.

Speech and Language

Individualised programmes submitted by a Speech Therapist are delivered by a TA. These are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language Therapy Service. These programmes can include speech sound production, language development and social skills, depending on the child's needs.

Toe by Toe

This is a highly structured multi-sensory individual reading programme which is specially designed for children diagnosed as having specific learning difficulty or who are a little stuck at the beginning of learning to read and apply their phonic decoding skills.

Read Write Inc

Phonics and spelling is taught using the above programmes. These programmes are highly structured and offer support to those needing additional teaching.

Trugs

Phonic reading games to increase literacy skills as well as vocabulary and help children to read.

Precision Teaching

This is a simple but intense teaching method aimed at helping a child to embed facts such as letter sounds, single word reading, times tables etc. The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class. Because it allows high repetition of the facts to be learnt, it is effective at accelerating progress in word reading. For example, if the following basic principles are followed:

- specifically targeted facts to learn e.g. secure recognition of 10 high frequency words or spell 5 topic words;
- daily 1-1 teaching session for no more than 15 minutes per session;
- deliver the teaching in the 'flash card' method;
- daily assessment recorded in scores for the child to compete against;
- programme delivered over fixed period of time, e.g. 8 weeks and repeated/extended as necessary.

Ipad Apps

Squeebles for maths and spelling encourage children to participate on a structured motivational programme.

Counting to Calculating and Numbers Count

A member of staff has been trained on this programme and will deliver intervention if needed. Maths Assessments are made using the Sandwell Numeracy Assessment, which identifies gaps in learning.

Social and emotional literacy SEAL

For children who require support to manage their behaviour and feelings, experienced staff build on developing positive relationships with the child to provide support.

Social Stories

Social Stories are used to support the needs of children who require support with relationships and other social interactions. Staff have received training from the Communication and Interaction team.

Fine and gross motor skills:

Fun Fit

The Fun Fit programme is designed to improve a child's coordination and underlying postural stability and balance. It is delivered in school for 15 minutes ideally each day. The Fun Fit programme is aimed at children exhibiting poor motor skills; e.g. difficulties with PE, tendencies to trip or bump into things, poor handwriting skills, problems with dressing, using cutlery, concentration, low self esteem.

Fine Motor Skills

A selection of Finger Gym activities are used as need arises to support the development of children's skills. The expertise of the EYFS teacher and SENDCo would be used to develop a programme of intervention from activities available in the classroom.

The ability to produce fluent, legible handwriting with ease is something that affects attainment in most areas of the curriculum, yet many children continue to struggle with this vital skill. Based on

holistic principles, this programme offers a different approach, developing the muscles of the hand – so that children gain the necessary control to produce letter forms – alongside the perceptual skills required to orientate and organize letter and words.

Should you require any further information about SEND at Berry Pomeroy please contact our school SENDCo; Mrs Fiona Dean.