



SEN Information Report

January 2017

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SEN Governor:

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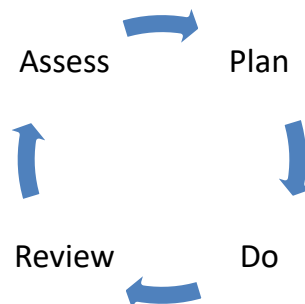
Dedicated SEN time: Fulltime senco

Local Offer Contribution: (website link) to DCC: <https://new.devon.gov.uk/send/>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also *serve* to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school *is* the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy Date)

Assess: In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a OAF 2a 'My Plan'. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the OAF 2a 'My Plan'.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a OAF 2a 'My Plan' with a date to review the plan. The date for review will depend on the level of need present.

- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle -**

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

The class teacher is responsible for the daily implementation of the plan and will contribute to:-

Review: There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial OAF meeting.

- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.
- Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

2. Cognition and learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

3. Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

4. Sensory and/or physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI - including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

(Reference: SEN Policy Jan 2015)

As of January 2015 we have 114 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include monitoring meetings held termly.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Teachers meet regularly with Senior Leaders including Senco to monitor pupil progress and attainment. From these meetings staff are deployed to support children in a variety of ways. This could be intervention for numeracy or literacy. This may also include emotional support through SEAL groups or 'counselling'. Support staff have the opportunity to attend regular training run by the Senco on a variety of topics to keep knowledge, skills and understanding up to date.

Extending our school approach, we commission outside agencies using an outcomes-based approach. This enables us to hold our partners and ourselves to account. We believe this has benefited our children/young people and their families in the following ways:

Having teaching assistants in each classroom helps by enabling us to personalise the learning of each individual, so they cross the zone of proximal development.

Calling in outside agencies such as educational psychologists means that we have the additional knowledge to help each child maximise their potential.

Staff training is essential to ensure that children are getting the very best teaching to optimise their learning.

We also provide information sessions for parents and support staff to empower them to back up the strategies employed by teaching staff.

We support our children emotionally through our SEMH teaching assistant who works with individuals and groups of children.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our transition approach involves working with children centres, nursery plus, health visitors, early years advisor, joint agency meetings prior to coming in to school, extra transition arrangements, e.g. induction visits, additional meetings with parents, SLT involvement, etc.

This year, we worked with our feeder partners to welcome six children and young people with special educational needs or disabilities to Foundation classes and another nine joined the school in older classes and we supported six children and young people transition to the next phase in education or employment.

Our approach involved visiting preschools to observe children with SEND, liaising with outside agencies already working with them and some started on a part time basis. We are very flexible in helping children transition to school with the minimum of anxiety.

We closely monitor children and young people's destination data.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Challenges this year

Challenges for our school have included the SEN process changing to DAFs and EHCP.

We intend to address this through ongoing training and inviting senior DCC staff to attend our school to explain processes.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include assessing and analysing the effectiveness of interventions, evaluating efficient use of human resources e.g. teaching assistants, becoming familiar with the new Devon way of assessing and providing for children with additional needs.

In preparing this report we have included staff, parents and children and young people through inviting them in to information sessions, coffee mornings, parent groups, also sending information leaflets out for feedback. We have asked what they are interested in learning more about with regard to SEN issues and are addressing the feedback through information sessions.

Relevant school policies underpinning this SEN Information Report include:

List policies - awaiting from School Office.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 3.Feb.2015