



SEND Information Report – TEAM Multi-Academy Trust (2017-2018)

All Devon maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and Disabilities (SEND). They are supported by the local authority to ensure all pupils are included and make the best possible progress.

The local authority produces a 'Local Offer' which is found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

The Local Offer details support services that are available in the area.

The schools within TEAM Multi-academy Trust: Pilton Bluecoat, Umberleigh, Brayford, Witheridge and High Bickington, are mainstream settings and aim to provide a broad and balanced curriculum for all pupils. We are inclusive schools, providing appropriate challenges and effective learning opportunities to meet the needs of all our children. We make provision for pupils with a wide range of needs:

- Communication and interaction, for example, autistic spectrum conditions, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy

These are explained more fully in our SEND policy which is available on the schools' websites.

What we do at the TEAM schools to meet the needs of SEND children.

We expect quality first teaching from all staff within the classroom on a day to day basis. This includes differentiation of work to support groups or individuals with SEND so that they have access to a curriculum that is appropriate for them as individuals.

Staff track the progress of every child using a variety of assessments and teacher observations. They enter data into Target Tracker, and progress meetings are held regularly with teaching staff and members of the leadership team to discuss each child and identify any child not making the expected progress.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Senior members of staff specifically look at the progress of vulnerable groups. Where expected progress is not being made, interventions are planned to meet these needs. These may be provided either 1:1 or in a small group.

Identification of children causing concern.

Initial concerns may be raised by parents, teachers, or other agencies. Parents should raise initial concerns with the class teacher and these concerns may be followed up by the SENCo if the parent or teacher requires further advice. Teaching strategies to support these children will be reviewed and further investigation of the child's individual needs may be undertaken by the teacher and SENCo.

Children whose needs are **additional to** and **different from** the needs of their peers have a personalised Learning Plan and will be recorded as having a SEND on the schools' register of need.

Individualised targets will be set in a Learning Plan or be included in a more detailed 'My Plan,' when necessary. The My Plan may also detail the costs of any individualised or small group support and who is responsible for providing it. These costings can be used to calculate whether additional resources are required.

Learning Plans and My plans are reviewed at least each term to ensure effective provision is meeting the child's needs. Plan can be reviewed more frequently if necessary. Parents will be invited to attend the review meeting for My Plans.

We follow the graduated approach which is a four-part cycle of assess, plan, do, review that enables us to ensure the correct differentiation and support is provided for each child. The involvement of parents is vital at every stage if the child is to reach their potential. With the agreement of parents/carers, the SENCo also liaises with health professionals such as the school nurse, physiotherapists, occupational therapists, speech & language therapists, psychologists, paediatricians and specialist advisory teachers.

Where concern is on going, parents may be asked to give permission for a referral to other agencies. The TEAM schools work effectively with many agencies outside of school to ensure we have up to date advice from people who have more specific areas of specialism.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Garden Gang – practical learning environment for learning including the social curriculum
- Fun Fit – motor skills development programme
- Relational approaches – attachment based mentoring
- Reading recovery
- Accelerated reader programme
- Social skills and feelings groups
- Lego therapy
- Social stories
- Small group and 1:1 maths top up sessions
- Read, Write Inc –targeted literacy programme

All children, regardless of their difficulty, are encouraged to take part in activities outside of the classroom. They take part in all PE lessons, school trips including residential trips, forest schools activities and after school activities. If there is a way for your child to join in we will do our very best to include them whilst taking in to account any concerns you may have.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, repeating or simplifying instructions, breaking down tasks into small explicit steps etc.

Additional support for learning

Each class has the support of a Teaching Assistant, in some cases additional teaching assistants support individual or more usually small groups of pupils. We have teaching assistants who are trained to deliver interventions such as reading recovery, maths top up and fun fit.

Teaching assistants will support pupils on a 1:1 basis when their learning needs require individualised learning or support to access the curriculum at the correct level.

Teaching assistants will support pupils in small groups when groups of children require similar levels of support around a specific issue or difficulty.

Expertise and training of staff

Kate Taylor, our SENCO, has 2 years' experience in this role and has worked as a teacher in key stage 2 for 6 years. Prior to entering teaching she worked for Integrated Children's Services. She can be contacted via the school office.

She is allocated 3 days a week to manage SEN provision.

In the last academic year, staff have been trained in Autism awareness, attachment based mentoring, speech and language interventions, reading recovery, social stories, lego therapy and accelerated reading.

We currently have two trained Lead practitioners for Autism.

We have a Pupil and Family Support Worker – Ann Gregory, who is able to support both parents and pupils who may have social and emotional needs. Class teachers are able to refer pupils to Mrs. Gregory and support is tailored to individual issues.

Securing equipment and facilities

Allocations of small amount of school funding to secure particular resources will be made according to the needs of the child. If additional resources are required an application for statutory assessment of the child's need and Education, Health and Care plan would be made. Parents' and children's views about the support they receive will form part of this application.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Progress meeting with senior leaders and teachers to monitor all progress
- Seeking the views of parents pupils and when appropriate other professionals through the review meeting held at least termly.
- Monitoring by the SENCO

- Holding annual reviews for pupils with EHC plans

Reporting to parents

We appreciate that parents know their children best and must be involved in their education. We have several opportunities throughout the school year where parents are invited in to see their child's work and talk to the class teacher – one parents evening during October and one in March.

Half termly reports give a brief summary of pupils' engagement in learning. Parents are also invited to discuss the annual report with individual teachers in July. You are of course welcome to speak to the class teacher and look at your child's work at any time throughout the year.

If parents have any questions about the provision for their child they should raise these with the class teacher and the SENCo. A review of the learning plan or My Plan can be scheduled if necessary. If parents have further concerns they should follow the procedure laid out in the schools' complaints procedure which is available on the website.

Transfer to Secondary School

When your child transfers to secondary school education we hold transfer meetings with staff from the receiving school and arrange additional visits if necessary to prepare them appropriately for the change. This also ensures staff at the new school are fully aware of the special needs your child has.

You will be made aware of these additional visits and have the opportunity to visit too. If your child has an EHCP (Education, Health and Care Plan), the secondary school of your choice will be invited to attend the annual review meeting in year 5 to start preparations early.

Our school SEND policy details the roles of the class teacher, Special Educational Needs Coordinator (SENCo), the SEND governor and head teacher in identifying the special needs of children in our school. We follow the guidance in the SEND Code of Practice issued by the government – completing the assess, plan, do, review process, requesting additional funding and ECHP assessments. Additional assessment and support will be sought through the Early Help for Mental Health process when a child or family's situation is beyond educational needs and requires the support of a broader network of professional. Annual reviews of ECHPs are held with professionals involved and parents. Please see the SEND policy on this website for further details.

If you need more information or information in a different format, please phone 01271 345952 or email admin@piltonbluecoat.devon.sch.uk

Useful Websites

Devon Information Advice and Support service provides independent advice and information to parents and carers of children and young people with SEND. <http://www.devonias.org.uk/>

The Devon Local Offer details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services. <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>