



SEND Information Report 2018

Welcome to our school

Under the new Special Educational Needs (SEND) Code of Practice 2014, we are required to publish a SEND report annually. If you have any comments or queries about our report, please contact our school office and speak to Mrs Carys Barnett .

Our approach to teaching learners with SEND

At Exford C of E First School, the aims of education for pupils with difficulties and disabilities are the same as those for all pupils, recognising that any of our pupils may encounter difficulties at some point in their school careers.

Learners can fall behind in school for many different reasons: absence, moving schools frequently, not being able to speak English well or at all initially, or they may be worried about things that distract them from learning. This does not mean that all vulnerable learners have SEND - only those with a learning difficulty that requires SEND provision will be identified as having SEND. It is the responsibility of all teachers to identify barriers to learning and apply appropriate measures to meet the needs of all pupils.

We believe in participation for all learners. We aim to create an inclusive and caring culture in our school with all pupils participating in learning. We celebrate all members of our community and respond to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Educational provision is most effective when home and school work closely together for the benefit of pupils.

We plan our curriculum to be:

- One which gives real purpose to learning and encourages independent thinking and application of skills, so that pupils are prepared for the next steps in their lives
- a fun and engaging curriculum which supports, extends and challenges all learners
- an exciting and relevant curriculum which uses creative ways of working and uses all available resources, including enhanced support for those with additional needs such as visual timetables, intensive interaction and alternative methods of recording
- one which values and is enhanced by relationships with the local and wider community

Identifying SEND

The Code of Practice definition of Special Educational Need and Disabilities is as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for SEN provision to be made for them.

- Have a significantly greater difficulty in learning than the majority of others of the same age

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

There are four main areas of need as laid out by the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory

All pupils at Exford C of E First School receive quality first teaching with carefully targeted work focused on any areas of learning which require additional support. The class teacher is responsible for assessing all pupils and tracking their progress. The SENDCo and the class teachers also monitor progress and provision on a regular basis, so that outcomes for all children are improved.

In some cases, additional support will need to be given to pupils. Evidence, including the views of pupils and their parents/carers coupled with intervention and progress data, will inform the provision required to support individual needs. Parents will be involved and informed at all times.

At Exford C of E First School, we value the knowledge and expertise of parents/carers. Regular formal and informal meetings with parents/carers are held and additional ones can be arranged. The Head teacher also leads a Parent Focus group.

The pupil's voice is also very important. The views of pupils are taken into account prior to any SEN review meetings and termly Parent Meetings. Pupils have other forums to share their voice such as School Council with representatives elected by their peers.

In the event that the additional support put in place is not having the desired impact on the child's progress, the SENDCo may request additional external assessment and advice from outside agencies and professionals with whom the school enjoys close working relationships.

The school's Educational Psychologist is Caroline Gallagher, and our Learning Support Advisor is Mrs Sarah Melhuish. When more substantial additional support for SEND is needed, the school may consider applying for additional funding through an Annual Audit application, or in more complex cases, applying for assessment for an Education, Health and Care Plan (EHCP).

Behavioural difficulties are **not** considered to be a special educational need. However, when such difficulties are present, assessments may be carried out to investigate whether there is indeed an underlying need, which should be supported through targeted intervention. The underlying need could be due to an undiagnosed difficulty and the school will work with professionals, the child and the parent/carers to find out what the behaviour is trying to communicate.

Assessing SEND at Exford C of E First School

At Exford, we use an Assess, Plan, Do, Review approach. When a need has been identified, the class teacher and her team, together with the SENDCo will carry out an analysis of the pupil's needs using teacher assessment and observations, as well as evidence of prior attainment and progress. The pupil's views and those of parents/carers will also be sought. The SENDCo may carry out additional assessments, if required, to build a clearer picture, which may lead to the development of an individual education plan or provision map.

The pupil's progress will be reviewed termly and new outcomes and targets focused on maximizing the pupil's progress will be discussed and agreed by the pupil and parents/carers. Where a pupil's difficulties are more complex or specific, it may be necessary to call on the support of outside agencies to offer assessment and advice. Parental permission is always sought for this type of involvement and these professionals will meet with parents/carers to discuss their findings and advice.

The SENDCo is responsible for assessing the impact of interventions used to ensure that pupils receive the best possible support and make rapid, but sustainable progress at a level appropriate to their needs. SEN support is also rigorously monitored by the SLT through lesson/intervention observations, work scrutiny, data analysis and pupil progress meetings.

When a pupil has an EHC Plan (Statement) it is the responsibility of the local authority to ensure this is reviewed at least every 12 months (minimum). This is likely to take place at school with the Head, SENDCo, parents/ carers and any outside agencies involved with the child that may be in a position to attend.

What we do to support learners with SEND at Exford C of E First School

At Exford C of E First School, every effort is made to support learners with SEN within the classroom through quality first teaching and suitably differentiated work. We are proud of our teaching staff and of our dedicated, well-trained teaching assistants. As a school, we invest a great deal in Continuing Professional Development for **all** staff.

Observation, marking, assessment and peer mentoring inform planning to ensure that work is accurately matched to individual needs. Where additional support is needed, interventions in small groups or on a 1:1 basis, including withdrawal from the classroom, may be used. This may be short-term support to boost progress or a longer intervention to improve outcomes. We use a variety of evidence-based interventions to ensure that provision is as effective as possible, led by well-trained and experienced Teaching Assistants (TAs) working closely with the teacher and SENDCo.

The teachers and SENDCo monitor the interventions which take place and ensure that links are made to learning in the classroom. We use time-limited interventions that are evidence based and successful. Research from the Sutton Trust lists some of the most effective interventions and strategies include: Feedback (+8 months progress), Oral Language interventions (+5 months progress), Early Years Interventions (+6 months progress), 1:1 tuition (+5 months progress) and Meta Cognition(learning to learn strategies) and Self Regulation (motivation, knowing strengths and weaknesses) leading to gains of +8 months progress, for example.

These are some of the interventions currently on offer at Exford C of E First School:

Speaking and Listening

- Talkboost group ~ helping children increase their vocabulary and sentence structure
- Speech sounds group ~ helping children with their speech in conjunction with Speech Therapy.
- One to one support ~ helping a child to understand language and how to explain their needs.
- Talkabout ~ children learn to use language and to communicate in social situations.
- Talk for Writing ~ helping children to learn to apply speaking skills to writing.

Co ordination

- Handwriting group ~ this includes various published programmes ie Theodorescu.
- Coordination groups ~ programmes include Write Dance and Learn to Move.
- Speed up ~ a programme that combines both types of coordination difficulties.

Social and Emotional difficulties.

- Social Stories support to help children practice appropriate actions in practical situations

Specialist input ~ Wave I 3

These are usually programmes designed for individuals and progress is sometimes overseen by external agencies. A child will generally work with an assistant in a separate room away from the classroom.

- Individual Literacy Intervention (called Wave 3 or SAIL sometimes) - this is an intensive literacy programme that combines all elements of Literacy for 10 weeks approximately.
- Precision teaching - this is tailored to the needs of each individual child and allows children to practice basic skills on a daily basis.
- Individual reading programme - often on a daily basis.
- Individual speech and language programme carried out by staff at school
- Individual maths programme to address identified gaps in maths
- Occupational therapy programme carried out by staff at school
- Physiotherapy programme carried out by staff at school
- Individual curriculum designed by the class teacher and assistant to enable the child to learn, sometimes in a separate space from the classroom.

SEND Funding

Schools are allocated a notional SEND budget which is used to meet the cost of the low level, high incidence SEN needs, and to contribute to a certain level, dictated by the local authority towards the school's high level low incidence SEND needs. For extra funding, annual audit applications can be made by the SENDCo, which are assessed by the local authority, who may then release additional funding for learners who require support that exceeds that normally available to the school.

How do we find out if this support is effective?

To ensure that the support we put in place is effective, pupil progress and attainment is regularly assessed. The Head Teacher has termly pupil progress meetings with each class teacher, and children with SEN are also discussed with regard to their specific needs, targets and progress towards outcomes.

Pupils with an individual education plan have their targets reviewed termly with the class teacher, relevant TAs, the pupil and their parents/carers. When progress is not in line with expected levels, support and interventions are reassessed.

Children with Medical Needs

Exford has experience of including children with complex medical conditions. Relevant training is provided for staff working to support children with medical conditions such as diabetes or allergies requiring the use of an Epipen.

We liaise closely with the medical profession and take guidance when developing medical care plans for pupils, ensuring that our staff access the appropriate training.

Exford C of E First School complies with the new statutory guidance for governing bodies for supporting pupils at school with medical conditions, as laid out in section 100 of the Children and Families Act.

Other Opportunities for Learning

All learners should have the same opportunities to access extracurricular activities. At Exford C of E First School, we offer a range of additional clubs which vary from term to term. Full details are distributed to parents on a termly basis. Every measure is taken to make clubs accessible to all.

All pupils access school trips and residential visits and the school make every effort to make appropriate arrangements e.g. alternative transport arrangements and suitable resources, to allow this to happen. Exford C of E First School complies with the Equality Act 2010.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Exford C of E First School is committed to working in partnership with children, families and other providers to ensure positive transitions.

Planning for transition is a part of our provision for all learners, not just those with SEND. Our Early Years team has well established and effective transition arrangements, including several meetings and opportunities for children, parents/carers to visit the setting.

A child identified with SEND will have enhanced transition arrangements and a Pre-School Entry Planning Meeting. Pupils with communication difficulties will often have a transfer booklet (with STC if required), which includes photographs of their new teacher, assistants and classroom for example.

Transition to Middle School will be discussed during the summer term of Year 4 to allow time for planning and preparation. Additional visits to the Middle School are always scheduled for those children who may be feeling unsure about the transition. The SENDCo meets with the SENDCo from the Middle School to ensure a smooth transition for all those with SEN or any additional needs.

Complaints Procedures

If parents/carers have any concerns about any of the provision made they should, in the first instance, approach the class teacher, or failing this, the school SENDCo. If matters are still not resolved then parents/carers should contact the Head teacher.

The school's Complaints Procedures are set out in the school prospectus and on the website.

Have your say

The success of our pupils relies on strong links between the school staff, pupils, parents/carers, Governors and other professionals. We continually develop our practice to improve outcomes for our pupils, and welcome your suggestions and involvement in working towards this. Together we achieve more!

Mrs Carys Barnett

October 2018

Somerset Local Authority's Local Offer can be found on the following website:

<http://bit.ly/SENDReform>