

## SEND report to Morchard Bishop Primary School Governors

June 2017

### Our School's Vision

Every child deserves a rich variety of experiences and opportunities while at school. From time to time they will astonish themselves, their family, their friends and their teachers with their achievements. Our aim is to develop their love for learning through an engaging curriculum which is both broad and balanced. The teachers help each child develop this approach through stimulating lessons and challenging tasks. We pride ourselves that Morchard Bishop is a small school, which enables us to be part of a large school family. Preparing our children to become happy and responsible citizens is a key role for all teachers, parents and carers. We want our children to understand the importance of doing something good, rather than just talking about it. It is through our core Christian Values that we believe we can help children grasp this idea. We believe each child has the right to feel safe all of the time and through a programme of 'Protective Behaviours', the children learn about their rights and responsibilities.

Some children and young people have Special Educational Needs and/or Disabilities (SEND) and these needs mean a child may require additional support at certain times during their life.

Our schools aim to be as supportive and as inclusive as possible, with the needs of children with Special Educational Needs and/or Disabilities being met within the school setting wherever possible. We have a committed and dedicated team to ensure good quality teaching within our schools for all our pupils.

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs and Disabilities Code of Practice (Jan 2015) lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support at School Action and specialist expertise at School Action Plus can be put in place to help overcome the difficulties that a child may have. If further support is required the school may put a DAF (Devon Assessment Framework - see page 3 for more details) in place.

## Who has responsibility within our School for SEND?

The Class Teacher is responsible for

- Providing the very best teaching which enables all children to progress and achieve to their full potential.
- Checking on the progress of a child, planning and delivering any additional help a child may need (this could be direct work related or additional staff support), updating the Special Education Needs/Disabilities Co-ordinator (SENDCo) on concerns/progress.
- Writing Pupil Provision Maps and Class Provision Maps and setting progression targets. Reviewing these termly, updating and feeding back to parents.
- Following guidance from outside agencies on ways of teaching children with specialist needs.
- Ensuring that the school's SEND policy is followed in the classroom.

The SENDCo (Mrs Helen Dodge) is responsible for

- Developing and reviewing the School's SEND policy in conjunction with the SEND Governor Co-ordinating and submitting the SEND Audit.
- Ensuring that parents are involved with their child's learning, through review meeting, TAC/ DAF meetings etc.
- Liaising with outside agencies coming into the school to support pupils with a specific need, i.e. speech and language therapy, educational psychology.
- Updating the school's SEND register
- Providing support for Class teachers so they can provide the best help for children with SEND.

The Headteacher (Mr Chris Sargeant) is responsible for

- The day-to-day management of the school; this includes supporting children with SEND.
- The Head of School will give responsibility to the SENDCo, however will still be responsible for each child's SEND progression.
- Updating the Governing Body on issues relating to SEND children.

The SEND Governor (Mrs Jo Eames) is responsible for

- Reviewing the SEND Policy with the SENDCo.
- Making sure that necessary support is given to any child with SEND who attends our school.

### **What is the “Local Offer”?**

The Children and Families Bill came into force in March 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the 0-25's. This is called the “Local Offer”.

Devon County Council has taken a multi-agency approach in supporting young people with Special Educational Needs and/or Disabilities (SEND). This means new ways of working where schools, care workers and the National Health Service work together to provide for a SEND child.

Please click below to link you to Devon County Council’s dedicated webpages relating to the local offer.

[Devon County Council Local Offer](#)

### **What Support is Available for Children with SEND?**

#### In Class .

- Our teachers have the highest possible expectations for children with SEND needs and all other children within their class.
- Teaching is based on what the SEND child already knows, can do and understand.
- Different ways of teaching are practised, so that the child is fully involved in learning within a classroom environment. This may include a more practical approach to learning.
- Specific practices are engaged to support the child’s learning. These could be things that have been suggested by outside agencies or by our SENDCo.
- The child’s progress will be carefully monitored and any gaps in their learning will be identified and bridged accordingly. Specific Intervention Work (Group Work).
- Run within a classroom environment with Teaching Assistants (TAs).
- Run within small groups by Teaching Assistants (TA’s).

## Outside Agency Support

The following agencies and individuals have supported SEND pupils throughout the year:

Family Support Worker, Educational Psychology Service, Speech and Language Therapists, Occupational Therapist, Devon Outreach team, CAIRB and School Nurse

Outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENDCo in conjunction with the class teacher.

### What may happen when an outside agency is involved? ·

Parents will be asked to give permission to the school so they can refer their child to the relevant outside agency. This helps the school to understand the child's particular need in more detail and the best way in which to support him/her effectively within the school.

There may be a form in which parents are asked to fill in regarding their child.

The specialist agency worker will come into school and work with the child to understand their needs and make recommendations on ways to support the child further in their education.

## Specified Individual Support

This support is available for children whose learning needs are severe, complex and lifelong.

In Devon the process is known as the Devon Assessment Framework (DAF). DAFs have been developed to provide a coordinated system, which covers children and young people aged 0 to 25 years. This has been developed as a comprehensive system that includes support across education, health and social care. The whole process includes:

DAF 1: Family Information and Assessment

DAF 2a: My Plan (through a Team Around the Child or Team Around Me meeting)

DAF 2b: Education, Health & Care Plan (EHCP)

DAF 3: Request for Additional Resources (not dependent on an EHCP)

DAF 4: Transition Assessment (post 16) This is replacing the old system of Statements.

If a child already has a statement this will continue to be supported. A phased programme for converting statements to education, health and care plans started in November 2014.

### How does a child get referred?

It is expected that any request for statutory assessment comes as part of the Devon Assessment Framework as set out above.

A statutory assessment must set out clearly the reason for it and provide information about the provision the child has already received. Once it has been decided, routes for referral can come via a few different ways:

A request for an assessment by the child's school or setting

A request for an assessment from a parent or person with parental responsibility (statutory assessment request - online form)

A referral by another agency

Parents will be involved throughout the assessment process and will be provided with regular updates. If there is a problem about the process there is a process for [appeals and mediation](#) that can be followed.

### How does the school identify a child having problems with learning and what happens once a need has been identified?

Every child at our schools is monitored to make sure they are making progress in their education. If there are gaps within their progress plan, then measures are put in place to help that child to narrow the gaps. If your child is identified as not making progress, the school will set up a meeting to discuss this with parents in more detail and to:

- Listen to any concerns parents may have.
- Plan any additional support the child may need.
- Discuss any referrals to outside professionals to support the child.
- Set up a Pupil Provision Map.
- Talk about homework and adjust homework levels accordingly.
- Use a home school diary to communicate between the school and home.

## Who provides support for children with SEND needs?

### a) School provision

- Teachers provide for the child through careful planning, Pupil Provision Maps and small group work.
- TA's working in small groups and one to one sessions.
- Mentoring and Thrive sessions, both one to one and small group.
- Resource support i.e. THRIVE equipment, use of a Buddy System, Social skills games, use of smiley face cards, clear and consistent guidelines, use of a Laptop, Coloured Overlays, Sloping desktop, triangular pencil grip, Visual wall timetable, Writing Frames, Enlarged text, Wriggle Cushion, Fiddle toy, reward system, Brain Gym, Nessy Reading and Spelling online support
- Liaise regularly with parents/carers to ensure the provision is right.

### b) Local Authority provision

- Educational Psychology Service
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language

### c) Health provision delivered in school

- School Nurse
- Occupational Therapy

## How does the school measure a SEND child's progress?

- A child will be continually monitored by the class teacher  
Their progress in maths, reading and writing will be reviewed by the SENDCo every term.
- The progress is monitored on a specific assessment programme which shows their attainment in more detail.
- At Year 6 all children are required to be assessed using the Standard Assessment Tests (SATs). This is a government requirement and results are published nationally.  
Where a child has an IEP the targets are set out termly and updated the following term so parents can see whether they have met the targets set.
- Where children have a statement or DAF then annual reviews take place with all adults involved with the child's education.

- The SENDCo will also check up on progress and discuss this with the child' class teacher.

### How is a child with SEND funded for support?

- The school receives from Devon County Council in its budget a sum of money to support children with SEND.
- The Headteacher and School Governors decide how to deploy this resource to meet the need of the children with SEND.
- The Head Teacher and SENDCo co-ordinate and discuss all the information they have on SEND within the school, this includes what support is already in place, which children need additional support and which children are not making as much progress as expected. From this the school pulls together a plan of action so that resources are shared as effectively as possible for each child with SEND needs.
- We plan to draw up an action plan, which the school and Governors will monitor the impact of to make sure the resources are being used in the correct places.

### Accessibility to the school

We recognise our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”

Schools and LAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Authority and school governors have the duty to publish Accessibility Strategies and Plan

The school will:

- Discuss any special requirements a disabled child may need when coming to our school;
- Work with parents/carers, specialist support workers to make arrangements to accommodate any child with a disability.

Currently, Morchard Bishop has access difficulties because the school is built on a slope and has many stairs. Governors have looked at improving access to the Hall by including a ramp in plans to rebuild the netball court. The ramp has not yet been installed.

### **Transition from another school**

We understand the need for good transition practice and this is especially important for a SEND child.

The school will ensure that:-

- Our SENDCo has had contact with the SENDCo from the previous school, to gain a good understanding of the SEND child's requirements/needs.
- We will provide taster sessions so she/he can visit the school and stay for a few hours to get use to the new school environment.
- We will obtain the child's records from the previous school to help understand needs.

In Year 6:-

- Our Head Teacher will discuss the specific needs of the SEND child with the SENDCo from the secondary school.
- Additional transition will be arranged, with our TA's helping in the process, if necessary, to keep familiarity in the transition period.

### **Emotional and Social Needs of a Child**

We understand that some children have extra emotional and social needs that need developing and supporting. Some children struggle with behaviour difficulties, are anxious or can't communicate.

In addition to means already mentioned, perhaps through THRIVE and mentoring, the school provides structured PSHE lessons within the class environment.

If a child is still requiring additional support, our SENDCo will contact the parents/carers, to seek permission to get further support from outside agencies to arrange a Team Around the Child meeting (TAC), which will help to understand the child's emotional needs further and set out a plan to work with that child accordingly.



### Our current SEND Register

We currently have 11 SEND children in Morchard Bishop Primary School. This is 11% of our school population. 7 children (7%-National average 9.7%) are currently at School Action and 3 children (3%-National average 7.7%) are currently at School Action +, one child has an EHCP. We have 4 children on a DAF. We have 2 members of staff trained in THRIVE and 1 pupil on a THRIVE programme. Also included in this table are children in vulnerable groups such as EAL and PP children.

Year	SA (including children with a disability)	SA+ with a DAF	EHCP	EAL	Pupil Premium	Children in Care	Free School Meals
Y1	0	0	0	0	2	0	2
Y2	0	0	0	1	1	0	1
Y3	1	1	0	1	1	0	1
Y4	3	1	1	0	4	0	4
Y5	1	2	0	0	2	0	2
Y6	1	0	0	0	1	0	1

### Current Provision

We currently have 4 Teaching Assistants none of whom are Higher Level Teaching Assistants. Together with teachers they support SEND pupils' learning as follows:

	Class 1	Class 2	Class 3	Class 4
LH		Maths with individual child	1:1 Literacy	Small Reading group Mathematics support
		Spelling and Handwriting Support	1:1 Literacy	1:1 Reading
			Maths group of 2 children	
KB	Small handwriting formation group			
	Small handwriting letter sounds group			
	Small Handwriting blending group			
TM			1:1 support for a child in the mornings and 2 afternoons per week.	
CP		Maths with individual child	1:1 Literacy	1:1 Reading Mathematics support
			1:1 Literacy	
			Small Spelling group	

Learning support may be within class or withdrawn and may be 1:1 or as part of a group. A range of interventions are used with provision for each phase of school being outlined on provision maps. These are used to ensure appropriate balance and to help monitor interventions for their impact.

### Provision Map

#### a) Size of Group

- Small Group <10
- Small Group <5
- Pairs
- One to One

#### b) Behaviour Support

- Restricted Playtime
- Use of Buddy System
- Record of Behaviour Cards
- Social skills games
- Behaviour home book
- Use of smiley face cards
- Clear and consistent guidelines

#### c) Apparatus Used

- Laptop
- Coloured Overlays
- Sloping desktop
- Large/triangular pencil/grip
- Visual Aids
- Wall timetable
- Writing Frames
- Enlarged text
- Wriggle Cushion
- Comfort toy from home
- Fiddle toy

#### d) Helpers

- ClassTeacher
- Another Teacher
- Teaching Assistant
- Parent helper
- Reader for SATs
- Closer liaison with parents

#### e) Classroom Environment

- Sitting close to front/whiteboard/teacher
- Reinforcement of topic vocabulary
- Use of cooling down area
- Individual reward system
- Early finish/late start to day
- Pre-warning of changes eg Supply Teacher
- Preparation for outings

#### f) Interventions

- Different homework
- Reading Recovery
- Differentiated Curriculum
- Use of simplified language
- Brain Gym
- Memory box

#### g) Outside Agencies

- Educational Psychologist
- Speech and Language Therapy Service
- Vbranch House

- ESL Service

**Exclusions**

We have had no exclusions this year.

**Progress and attainment of SEND children in Y6 at end of Academic Year 2016 - 2017**

Child	Reading		Writing		SPaG		Mathematics	
	End of KS1	End of KS2	End of KS1	End of KS2	End of KS1	End of KS2	End of KS1	End of KS2
1								
2								
3								

Due to the size of this year’s Year 6 cohort - 5 - the SEND Governor and SENDco feel that it would be unethical to publish this information as the anonymity of the children involved will not be protected.

However, in our January 2017 Ofsted inspection letter the inspector noted:

*□ In most year groups, disadvantaged pupils are making at least as good and often better progress than their peers. The clear rationale for the use of pupil premium funding and its impact is carefully monitored by governors. Often the impact is seen in the development of pupils’ personal skills, such as their self-esteem and confidence. In turn this is beginning to be seen in improved academic attainment. Where progress has not been as strong in the past, this has often been because the pupils have been new to the school. I observed teaching assistants working well with disadvantaged pupils to ensure they make more rapid progress.*