

SEND report to Morchard Bishop Primary School Governors

January 2018

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. The class teacher and SENCo will use Devon's Graduated Response Quick Checker and Pupil Profile to assess the child's needs and to consider which outside agency will be most suitable to support the child and 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.

Where needs are complex and severe, an Education Health Care Plan (EHCP) may be applied for.

How does a child get referred?

It is expected that any request for statutory assessment comes as part of the Devon Graduated Response - 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.

A new all-weather sports area is due to be built in the location of the former swimming pool. Disabled access will be a priority in this planning process.

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 Family meeting (TAF), 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 13 SEND children in Morchard Bishop Primary School. This is 11.2% of our school population, the National Average in 2017 was 14.4%.

To protect and respect the privacy of children with SEN and their families we will not publish additional details.

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
- Vranck 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

Due to cohort size 5, this data is not published.