



## The Halberton and Uplowman SEND Information Report 2017-2018



The Halberton and Uplowman Federation began in September 2015. Both schools are small, rural primary schools with an inclusive ethos towards teaching and learning. Within the schools settings a range of Special Educational Needs and Disabilities (SEND) are catered for. In this Information Report information regarding SEND at the Halberton and Uplowman Federation can be found, however if you have any questions, please do not hesitate to contact the schools.

**Halberton School: 01884 820585**  
**SENCo: Mrs C Campion**  
**SEN Federation Governor: Mrs C Thomas**

Halberton Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

As a school, we have a range of intervention programmes in place to support our SEND children.

We have systems in place such as target books and Individual Education Plans to promote ownership of targets set with children. We believe it is important for these targets to be reviewed on a regular basis, and as our children get older, they will have an increased say in what their next targets will be.



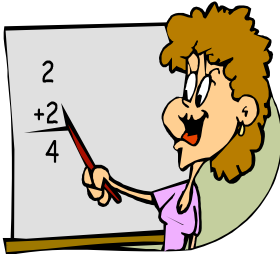
We maintain good relationships with parents to ensure they are kept up-to-date with their child's progress and the support put in place for them. We regularly liaise with our Educational Psychologist to review our SEND children, referrals and action plans in place. We strive to make sure we are accessible to parents in school, should they wish to discuss how their child is getting on,


**Uplowman School: 01884 820552**  
**SENCo: Mrs R Hart Prieto**  
**SEN Federation Governor: Mrs C Thomas**

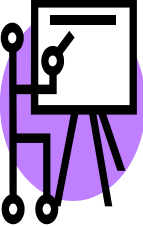

Uplowman Primary School is wheelchair accessible, however is based on two levels and so a small lift would be needed for a child to access the classroom area from the hall/disabled toilet area.

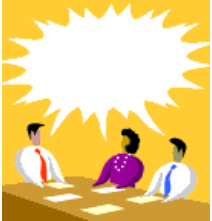
As a school we have a wide range of auditory support such as sound field systems in KS1, Year 5/6 and the hall. The environment has been carefully audited to ensure it is suitable for children with a visual impairment, such as contracting colours on the edge of steps and large fonts are used where important notices have been placed. The visual impairment team provide us with the appropriate font size for children with a visual impairment and these books are accessed from the Devon library service.

We have a good relationship with parents and ensure that any worries or questions they have are answered either straight away, or after receiving advice from other agencies. No parking is available on site, however arrangements for children with a disability would be made so that they were able to be dropped off and picked up at the school rather than at the bottom of the school path.

<p>Kinds of Special Educational Needs that are provided for at Halberton and Uplowman Federation.</p> 	<p>The schools provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>Pupils needing long-term additional help to access the curriculum are helped within 'SEN support', and given an Educational Health Care plan (EHCP) if appropriate.</p>
<p>How SEND is identified</p> 	<p>Pupils are identified as having SEN, and their needs assessed, through:</p> <ul style="list-style-type: none"> <li>• information passed on from Nursery or previous schools;</li> <li>• feedback from teaching staff and other members of staff working closely with the children.</li> <li>• parental/carer concerns leading to discussions with the child's class teacher;</li> <li>• baseline testing, including language screening, year 1 phonics screening, KS1 SATS and progress data;</li> <li>• specialist tests recommended by our Educational Psychologist</li> </ul>
<p>How we teach pupils with SEND:</p> 	<p>Our 'quality first teaching' includes:</p> <ul style="list-style-type: none"> <li>• providing challenge and support at the levels appropriate for each child;</li> <li>• using teaching assistant to support the learning process;</li> <li>• personalised provision where needed through 'Follow My Footstep' books or IEPs which consist of three SMART targets (Specific, Measurable, Achievable, Realistic and Time Bound) which a child works towards;</li> </ul>

	<ul style="list-style-type: none"> <li>• adapted resources if needed;</li> <li>• an exciting and varied curriculum;</li> <li>• regular discussion between the teacher and child about their learning.</li> </ul>
<p>How we check how well we are supporting pupils with SEND</p> 	<p>We evaluate our provision through:</p> <ul style="list-style-type: none"> <li>• frequent discussions between staff members carrying out the intervention and the class teachers/SENCo to ensure the provision is appropriate for the child;</li> <li>• termly analysis of the attainment and progress of each child;</li> <li>• reporting progress and evaluation to the Head teacher/SEN Governor;</li> <li>• ensuring members of staff are trained in the appropriate areas and feel comfortable with the interventions they carry out;</li> <li>• carrying out observations of intervention groups termly;</li> <li>• annual reports to the Governing Body with the SEN Information Report posted on our website.</li> </ul>
<p>How we assess &amp; review pupils' progress and include parents &amp; pupils in this process</p>	<p>A pupil's progress is monitored in the following way:</p> <ul style="list-style-type: none"> <li>❖ hot and cold tasks in both Literacy and Maths allows teacher's assessments to be made at the end of each teaching sequence;</li> <li>❖ learning walls in Literacy and Maths books demonstrates a child's learning journey and their current target set;</li> <li>❖ baseline assessments before an intervention begins gives a clear picture of the child's current strengths and needs.</li> <li>❖ termly data tracking shows pupil progress;</li> <li>❖ parent/carers open evenings in the Autumn Term;</li> <li>❖ parent/carers consultations in the Spring term;</li> <li>❖ end of year report in the Summer Term for</li> </ul>

	<p>parents/carers;</p> <ul style="list-style-type: none"> <li>❖ Devon Assessment Framework Reviews;</li> <li>❖ observations and follow up discussions with both child and parent/carer if a member of staff is worried about a child's progress;</li> <li>❖ pupils' views on their learning and what they feel would support them and therefore help them to progress.</li> <li>❖ 'early reading' support for parents is offered to parents/carers in the Autumn term to help them support their child with reading at home.</li> </ul>
<p>How changes are made to the curriculum and the learning environment of pupils with SEND</p> 	<p>We use:</p> <ul style="list-style-type: none"> <li>❖ differentiated resources and teaching styles;</li> <li>❖ appropriate learning outcomes/tasks set are used;</li> <li>❖ carefully chosen talk partners in KS1 enhances our mixed ability classes;</li> <li>❖ appropriate choices of texts and topics to suit the learner;</li> <li>❖ access arrangements for tests and or examinations;</li> <li>❖ additional, highly skilled, adult support work within the classroom setting;</li> <li>❖ interventions which are implemented if teaching staff and the SENCo feel this will benefit the child's learning.</li> </ul>
<p>Supporting and improving the social emotional and mental health of pupils with special educational needs</p> 	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• our caring school ethos that is underpinned by our Christian values;</li> <li>• across our federation, teachers build good relationships with each pupil;</li> <li>• <b>the school values at Uplowman (trust, respect, compassion, forgiveness and hope with the overarching theme of love) are taught and celebrated in the reward system;</b></li> <li>• the school council who represent the views of the pupils';</li> </ul>

	<ul style="list-style-type: none"> <li>• the attendance is monitored closely and those children who achieve 100% attendance are presented with a certificate at the end of the academic year;</li> <li>• the SENCo regularly reviewing and evaluating the impact of the SEND provision, with regards to progress and well-being of the child;</li> <li>• a health and safety policy is in place to ensure children are safe within the school setting;</li> <li>• thrive is carried out across the federation.</li> <li>• medicine is administered in accordance with the 'Medical Policy';</li> <li>• children are monitored closely and changes in their behaviour are discussed with parents to minimise the risk of behavioural issues arising;</li> <li>• extracurricular activities and off-site visits are always an option for all children;</li> <li>• referrals are made to the Educational Psychologists, school nurses or other external agencies if it is felt that these services would support the child after having a conversation with the child's parents.</li> </ul>
<p>Specialist training and expertise in SEND</p> 	<p><b>Federation-based:</b></p> <ul style="list-style-type: none"> <li>• SENCo - completing NASENCO</li> <li>• Fun Fit</li> <li>• Counting to Calculating</li> <li>• Multiplicative reasoning</li> <li>• Safe handling</li> <li>• PIPS</li> <li>• Thrive</li> <li>• British Sign Language</li> <li>• Courses such as Dyslexia, Behavioural management, Talk for writing, Autism</li> <li>• All staff are trained in: child protection, first aid awareness and safe guarding.</li> </ul>



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On-going training in supporting pupils with SEND is considered essential, and an audit of staff expertise is undertaken annually.

Impact of training and specialist support is analysed through pupil achievement and wellbeing. This impacts planning for future SEND provision and training for children and staff.

#### External Services:

- Educational Psychology
- Speech and Language Therapy
- School Nurse
- Child and Adolescent Mental Health (CAMHS)
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Devon SpLD outreach service (QE)
- Ups and Downs support group
- Communication and Interaction team
- Paediatrician
- ICT SEN team
- BSED support advisor
- Educational Health Officer (EHO)
- Vranck House
- West of England Eye Unit

Sources of further  
information and support





01392 383080

Devon Dyslexia Helpline: 01392 880724

Email: [dyslexiahelpline@babcockinternational.com](mailto:dyslexiahelpline@babcockinternational.com)



	 <p><b>Balloons</b> Bereavement And Loss Looking ONwards Working with pre- and post-bereaved children, young people and their families in Exeter, Mid and East Devon. 01392 826064</p>
<p>How we consult and involve parents in SEND provision</p>	<p>Parents' views about SEND support are sought in:</p> <ul style="list-style-type: none"> <li>• meetings with the class teacher or SENCo (at least three times a year);</li> <li>• Parent View <a href="https://parentview.ofsted.gov.uk">https://parentview.ofsted.gov.uk</a>;</li> <li>• Parents' Evenings;</li> <li>• Whole school parent survey;</li> <li>• Both schools have an open door policy for parents to voice any concerns they may have with their child's class teacher.</li> </ul>
<p>How we consult and involve pupils with SEND</p> 	<p>The views of pupils with SEND are sought through:</p> <ul style="list-style-type: none"> <li>• Discussion with the class teacher/ SENCo;</li> <li>▪ Pupil Voice surveys of the school;</li> <li>▪ School Council meetings;</li> <li>▪ DAF and Annual Review meetings;</li> <li>▪ Follow My Footsteps/Target intervention books.</li> </ul>
<p>How we deal with complaints</p>	<p>Across the Halberton and Uplowman Federation we feel we have a good relationship with parents and welcome them to discuss any worries or complaints that they have so that issues that may arise can be sorted quickly and effectively. If a parent has an issue then their first point of contact should be with the class teacher. If they then feel the matter needs to be taken further then they should speak to the senior leader in the school, who will endeavour to deal with the situation as soon as possible.</p> <p>If parents feel they would like to make a formal complaint then they should follow the complaints</p>



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	<p>procedures outlined in the complaints policy which can be found in the school's office.</p>
<p>How the governing body is involved</p>	<p>The Governing Body Commission services in liaison with the Head and SENCo - both Devon recommended and independent. The SEN Governor is knowledgeable in this area and provides support and challenge. The Curriculum and Learning Governors' Committee monitor the continual improvement of SEN provision ensuring high expectations for all pupils are aspired to. SEN data monitored and impact of provision is evaluated.</p>
<p>Transfer arrangements for pupils with SEN</p>	<p>The Halberton and Uplowman Federation feels passionately about ensuring transitions from one educational setting to another are as smooth as possible. Children entering Foundation Stage are part of an integration process during the Summer term prior to starting school to ensure that they have built up a relationship with the class teacher. These begin with a short story session and progress to an afternoon, then a morning, before eventually staying for the whole day. During this time of integration the class teacher visits the child in their nursery setting so that conversations with the nursery practitioners can occur and a home visit is also offered to the parents if they wish for the class teacher to visit their child in their home setting.</p> <p>A similar transition occurs from year 6 to secondary school. Taster days are provided for children to visit the school and the teachers from secondary school come out to speak to the children in their school setting.</p> <p>Extra meetings are arranged prior to transitions occurring if it is felt that these would benefit the child. This will usually be decided in a team around the child meeting well before the transition date and would be discussed with teachers, the SENCo and the</p>





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	<p>child.</p>
<p>The Devon Local Offer for</p> 	<p>For further information about Devon's local offer for SEND, go to <a href="https://new.devon.gov.uk/send">https://new.devon.gov.uk/send</a></p> <p>If parents would rather talk to people outside of school the Devon Parent Partnership Service (DPPS) is available. The DPPS contact details can be found on the school notice board or below-</p> <p><u>Website:</u> <a href="http://www.parentpartnershipdevon.org.uk/">http://www.parentpartnershipdevon.org.uk/</a> <u>Telephone Number:</u> 01392 383080</p> <p>DPPS will happily provide you with information about SEND and answer any questions you may have about the new Code of Practice.</p>