



SENCO: Sue Tudge (Term Sabbatical Autumn 18) Acting SENDCo Annette Yates – contact through the school office – 01805 603263 or admin@beaford-primary.devon.sch.uk

SEND Governor: Alex Heal

INCLUSION TEAM: Sue Tudge, Rachel Sharpe, Sarah Rickman (EYFS), Annette Yates

The school's SEND policy is available on our website: www.beaford-primary.devon.sch.uk. If you would prefer a hard copy of the policy, please contact the office.

Beaford Community Primary & Nursery School is a mainstream setting. The school ensures that the necessary provision is made for any pupil who has special educational needs or disabilities. The school ensures that all staff in the school are able to identify and provide appropriately for those pupils who have special educational needs to ensure they reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

At Beaford Community Primary & Nursery School children have a wide range of Special Educational Needs and/or Disabilities.

These include children with:

- Moderate learning difficulties
- Speech, Language and Communication difficulties
- Social, Mental and Emotional difficulties
- Physical difficulties
- A wide range of health needs

The school is fully committed to ensure our environment and facilities are inclusive. We have ramps and wheelchair access to all areas of the school, a hoist and fully resourced toilet and changing area.

Identification of children with SEND

Beaford Community Primary & Nursery School recognise the importance of and are committed to the early identification of children with needs which are additional to or different from their peers. The school's open door policy welcomes parents/carers to share their early concerns at any point and rigorous monitoring of individual children's progress by teachers and senior leaders supports early identification.

There are many ways that children may be identified:

- Parents/Carers may raise concerns with the class teacher
- Teachers may notice that a child is making less than expected progress or falling behind their peers in a curriculum area from observations, learning outcomes in the classroom and half termly monitoring of attainment and progress.

These actions will then happen:

- These early concerns will form the start of discussions with the SENCO/teacher/parents/child/teaching assistants
- The class teacher and SENCO will work with parents to complete a **profile of needs** for the child. This will identify both a child's strengths and areas for support as well as recognise barriers to learning.
- Specific assessments or advice from external agencies will be used as required with consent from parents/carers



If you have concerns that your child may have SEND then share these concerns as soon as possible with your child's class teacher.

Supporting Children with SEND

Support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**. Parents and pupils are involved at all stages of this cycle and additional agencies and professionals as required.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

Provision for children with Special Education Needs and or Disabilities

The school uses the outcomes from a Profile of Need, Individual Learning Plan or Education Health and Care Plan to decide, with the parents and child, on the provision that is required for an individual child.

This provision is reviewed and monitored at least each term through:

- SENCO observing provision and learning outcomes
- Reviewing evidence for the achievement of identified targets with parents
- INCO Team review the child's Profile of Need
- Tracking a child's progress

Profile of Need

Individual Learning Plan (ILP)

An Individual Learning Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required to support the learning needs of your child.

An ILP will usually involve a contribution by parents/carers to reinforce learning at home.

Where appropriate, the ILP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

A date will be agreed to review an ILP and will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. Where appropriate other agencies will be asked to contribute to this review.

Where there is a sustained period of a child making no progress, the school may decide to gain support and advice from additional agencies and make a request for additional funding to help the school to meet the needs of the child.

Early Help – Multi Agency

When your child requires additional support from specialist services then Team Around the Family meetings will be held led by a lead practitioner. With your consent information needed to support your child will be entered and shared on 'Right for Children'.

More information about this can be found on the website link below.



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

Statutory Assessment of Needs (Education Health and Care Plan - EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of IEPs as well as outcomes and support through Early Help systems will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum.

Supporting Children and Families

Parents of children with SEND are encouraged to work with the school and other professionals to ensure that in partnership their child's needs are identified properly and met as early as possible. The school will signpost parents to support from different agencies if required and make use of Devon's Multi Agency Early Help systems.

Further support and advice for parents can be accessed from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the **Devon County Council Local Offer website** www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Supporting the wellbeing of a child with SEND

If a child requires medical, pastoral or social support then the need will be identified on the Learning Plan and actions agreed for ensuring their needs are met. If these needs are complex support from external agencies will be used if required as well as specialist training provided to staff.

Parental Involvement with the school

All parents have the opportunity to be involved in their child's learning in these ways:

- Appointments to discuss the progress or learning needs of their child at any time with the class teacher/SENCO
- EYFS – termly open mornings
- Termly Achievement reports and Spring Term Parent/Teacher/Pupil Meetings
- Reading & Maths workshops for parents to support their child at home
- Termly Sharing Assemblies
- Member of the Parent Forum
- School Governor
- Part of the Parent Teacher Association(PTA)
- Parent Volunteers



Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified on Individual Learning Plans or EHCPs
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of additional class resources to support learning, support from a Teaching Assistant (TA) with personalised learning in group or for an individual.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) to improve the skills and knowledge of staff to more effectively support children with SEND

The SENDCO and other Senior Leaders provide regular Professional Development opportunities for staff. These include:

- The INCO team offer peer support and guidance
- Feedback to staff following termly SENCO monitoring sessions
- External trainers are used to support specialist training needs
- SENCO attends half termly network meetings with SENDCOs in the local area
- Support from Nursery Plus outreach staff

These professionals supported staff and SEND pupils over 2017/2018:

- Educational Psychologist
- Speech and Language Therapist
- Early Years SEND consultant
- School Nurse and Assistant
- Health Visitors
- CAMHs
- Nursery Plus
- Occupational Therapists

Training and Professional Development to support SEND – Sept 2015 –Sept 2018

Date	Training
20/3/2015	Precision Teaching
8/06/15 22/06/15 6/07/15	Communication, Language and Early Years
17/6/15	Safeguarding Conference
1/07/15	Epipen training
14 & 17/07/15	Paediatric First Aid
9.11.15	TA conference - PSP
13.11.15	Introduction to Counselling
26/27/1.16	Mentor Training for Supporting children in care (PSP)
Oct 16	Attachment Needs – EH4MH – All staff



Feb 17	Supporting children with Autism in the EYFS – EYFS practitioner
May 17	EH4MH conference attended
June 17	Autism Awareness Training x 2 staff EYFS
Over year	Speech & Language sessions for TAs
May 17	Early Help Practitioner briefing
Sept & Nov 17	Speech and Language Support - TAs
Nov 17	NCSL – Governor SEND Training
Nov 17 & May 18	Sensory Needs Workshop – SENDCO and Teacher
Jan 18	Passive intervention and prevention - TAs
June 18	Early Help Awareness Sessions – 3 teachers
Termly	EYFS Forums – Lead EYFS Assistants
Termly	SENDCO termly forum attended

Governors monitor SEND provision and children’s progress regularly. The SEND Governor monitors provision and progress twice a year, attendance is monitored termly by the Attendance Governor and each term the School Improvement Team monitor the progress of SEND children as a group.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools’ budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Transition

Children attend the school from two and a half and the Early Years is part of the school. The school ensures that the transition needs of all children as they progress through the school are met by:

- 6 transition sessions over the summer term
- Personalised transition program eg: new teacher attending final target review, more sessions in new class
- Training needs are planned for in advance so that new staff that may be supporting or teaching a pupil with specific needs are prepared and trained.

The school is small and is able to involve the whole school in regular shared activities. These help all pupils to be familiar and secure with the environment and all the adults in the school.

Children with SEND transfer mid-year/mid Key Stage

The school recognises that any child changing schools may need a period of additional support. Systems are in place to ensure that sharing of information happens immediately. All parents/carers will be offered a ‘settling in meeting’ after two weeks.

- Liaison with previous school or Early Years setting



- Transition visits as required
- Meetings with professionals and parents as required
- Nominated key adult to ensure child settles in and feels safe.

Transfer to Year 7

There are a wide range of transition opportunities for children:

- Year 5 taster days
- Open days
- Sport activities during the year
- Yr 6 Transition residential camp
- Workshops led by new teachers and Yr 7 children
- Additional Taster sessions as required for child's needs

Complaints

Parents are encouraged to approach the school at an early stage with any concerns. There is formal complaints procedure should they feel their concerns have not been addressed. This procedure is available on the website.