



SEND INFORMATION REPORT 2018-2019

What is our school like?

Pilton Infants' School is a mainstream school educating 177 children (September 2018). We have 2 classes in each year group from Reception to Year 2.

As a mainstream school, we make provision for pupils with a wide range of needs:

Cognition and Learning (CL)
Communication and Interaction (CI)
Social, Emotional and Mental Health Difficulties
(SEMH) Sensory and/or Physical Needs (SP)

Pilton Infants' School aims to be an inclusive school where we provide all our children with meaningful learning experiences which will positively influence the rest of their lives. We do this in a happy and secure atmosphere that all the children are able to enjoy.

We want them to be competent, confident individuals with integrity and spirit; ready to take responsibility, to support and nurture others.

How does Pilton Infants' know if a child needs extra help?

The school's SEND Policy details the definition of SEND and the 'graduated response' (Code of Practice 2014) for the identification and assessment of pupils with SEND.

At Pilton Infants' all pupils' progress is monitored, across the curriculum, using a variety of assessments and teacher observations which are recorded at 2-3 weekly intervals based on each unit of work, and at 3 assessment points during the year (assessment records are updated and Pupil Progress Meetings between teachers and Head teacher are held)

Progress is shared with parents through speaking with teachers at informal meetings and more formal meetings, during the termly Parent Meeting.

Through this monitoring, we may notice that a child is **not making progress** or has a **significantly greater difficulty in learning** than the majority of their peers.

Concerns may be raised by staff about **difficulties with social interaction or communication**.

Parents may tell us of concerns or difficulties.

There may also be **transition information** handed over by another educational setting.

What should I do if I think my child may have special educational needs?

Please talk to us.

Firstly talk to your child's class teacher. They know your child best and can talk to you about learning and progress.

If further action is required, the SENDCo will investigate the concerns and arrange to talk with you to feedback and problem-solve together. The SENDCo is always available should you wish to make an appointment and holds a weekly drop in session on a Monday from 8:50 – 9:30

We want your child to succeed and want to work in partnership with you to ensure your child's needs are met.

How does the school know how effective its provision for SEND is?

We measure the quality of provision through a range of systems and which include:

Clear systems in place for evaluating quality of provision, the senior leadership team reviews staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book scrutinies takes place each term by the senior leadership team.

Appraisal systems ensure that teachers report on a termly basis about their vulnerable groups of children, including those children with SEND.

Termly Pupil Progress Meetings (teacher, head teacher); **Parent Meetings**, including Individual plan and DAF reviews and informal meetings with parents, teachers and the SENDCo evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils.

The **Head Teacher reviews attendance and exclusion data** for SEND pupils on a termly basis and this is reported to the Governing Body.

The **SENDCo tracks the progress** of children with SEND.

The **SENDCo tracks the success of specific interventions** through comparison of pre and post intervention data, termly.

How does Pilton Infants' know how well my child is doing?

We measure your child's progress against national expectations linked to the national curriculum.

Your child's class teacher will be continually assessing your child, and identifying areas where they are improving and where further support is needed.

Class teachers meet regularly with the Head teacher and SENDCo to discuss pupils' progress and any concerns.

The SENDCo will also check that your child is making good progress and monitor the effectiveness of any interventions they are involved in.

How will I know how well my child is doing?

Your child's class teacher will discuss any concerns or success with you throughout the year.

Your child's class teacher is available to meet with you each term at a formal parents meeting. Teachers are available at any other time during the term, if you contact them and make a request to meet with them.

Teachers are available in their classrooms at the start and end of the day for brief contact to be made but if a more detailed conversation is needed then parents can use this time to request a meeting.

All children have a reading record which may be used for communication between home and school.

If your child has an EHCP (Educational Health and Care Plan) or an Individual school based plan, this will be reviewed at regular meetings, which are at least termly.

The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed annually with parents and all adults involved in the child's education.

Your child will receive an Annual Report detailing their progress and attainment.

For some children with SEND where their parent is unable to communicate within the above arrangements then some children may have a home-school book for communication or other arrangements can be made by teachers for specific circumstances.

Who will support my child at Pilton Infants'?

Your child's class teacher is responsible for ensuring your child's needs are met. Sometimes your child may receive targeted intervention from a teaching assistant (TA)

Pilton Infants' School has a range of staff that supports children with SEND in their learning and emotional well-being.

The SENDCo ensure staff are deployed accordingly to the needs of the children.

Your child may be assessed and reviewed in school by a number of agencies including:

- Educational Psychologist
- Speech and Language Therapist
- Communication and Interaction Team Advisory Teacher for Autism or Speech Language and Communication needs.
- Advisory Teacher for Physical/Visual Impairments
- Outreach Teacher for Speech and Language
- Occupational Therapist
- Physiotherapist

How will Pilton Infants' help me support my child?

We would like you to talk to your child's class teacher regularly so that we can work in partnership to support your child both at school and at home.

We offer information on your child's learning and how to support them through induction meetings each new school year, termly curriculum newsletters, Literacy and Maths workshops, termly parent meetings, and opportunities to attend informal afternoons where your children's work is shared.

The SENDCo is available to meet with you either by appointment, to discuss your child's progress or any concerns or worries you may have or you can drop in on a Monday between 8:50 – 9:30.

The SENDCo may talk to you about how an Individual plan could support your child and yourself.

We make can referrals to **outside agencies** who can provide advice to you.

How will the school staff support my child?

Pilton Infants' ensures that quality teaching is our first priority, with differentiated work to meet the needs of all children.

Teachers are responsible for a child's learning and progress, in partnership with parents. Further advice and guidance by the SENDCo is available to all teachers and

support staff for individual, personalised programmes of support and interventions. Outside agencies can also offer assessment and guidance with a child's SEND.

Support is given in many ways:

- Different resources or equipment
- Specific learning programmes
- Intervention (1:1 or small group work on specific targets for a set period of time)
- Outreach support from specialist units of schools
- Teaching assistant support at playtimes and lunchtimes
- Specific targets are set to meet the child's needs.

Together, parents and teachers plan next steps.

The SENDCo will coordinate support for children with SEND with their teacher and parents who are always involved in the outcomes we are working towards.

Your child may be assessed and reviewed in school by a number of agencies, including:

- Educational Psychologist
- Speech and Language Therapist
- Outreach teacher for Autism
- Outreach teacher for Physical/Visual impairments
- Outreach teacher for Speech and Language
- Occupational Therapist
- Physiotherapist

How will the curriculum and learning environment be adapted to meet my child's needs?

At Pilton Infants' we aim to provide a safe and caring environment where each child is valued as a unique individual who is able to benefit from and contribute to school life.

We monitor teaching to ensure all pupils access high quality teaching which takes account of pupil's differing needs, through a differentiated curriculum ensuring each child is challenged in their learning but achieves success. Differentiated lessons are planned and taught to match the pupil's level of learning and is part of the school's universal provision.

We have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach. For pupils with an identified SEND, further support for learning is offered that is appropriate for the individual pupil; for example, further differentiation of teaching resources and curriculum outcomes, learning resources to support the identified need (IT based equipment, mobility aids, personalised visual aids), further adult support (scribe, reader, prompt, aid to mobility needs).

Where complex SEND are identified, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists, for example, the outreach teams from Pathfield School, the Advisory Teacher for Physical Difficulties, the Child and Adolescent Mental Health Service.

The school has teaching assistant support in all classes to support additional needs at an early stage. This supports early identification of a pupil's lack of adequate progress and an ability to respond and review individual needs. Some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. We use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based. The intervention that may be offered could be additional, smaller group work for fine motor skills, phonics, literacy and maths speech and language support and mentoring. This intervention may be planned and taught by a teacher or teaching assistant.

In Years 1 and 2, there is opportunity for children to be grouped by ability across their year groups for phonics.

Identified need can also be matched to appropriate provision through a child's Individual plan or EHCP. These plans allow for the pupil and parent voice to be listened to and family contributions can be made through the plans.

How will Pilton Infants' decide what, and how much extra support my child needs?

This will depend on your child's needs and the type and level of support will ensure that your child's needs are met so that they can make progress.

Decisions made about additional support are based upon the 'assess, plan, do, review' cycle of the graduated response for SEND support (Code of Practice 2014, SEND Policy).

Often, our decisions are directed by advice and strategies suggested by outside agencies.

All support is reviewed termly and monitored by the SENDCo to ensure that the provision is effectively meeting your child's needs. Provision is also discussed between class teacher and the Head teacher at termly progress meetings.

The SENDCo will liaise with the year 2 teachers to arrange access arrangements for children with SEND. The school will comply with the Department for Education's Access and Reporting Arrangements.

The SENDCo will keep a record of provision mapping across the school, detailing provision within school. Provision maps are a working document and will be updated as provision changes.

How will Pilton Infants' ensure that my child is included in all aspects of school life?

Pilton Infants' is an inclusive school. We want all our pupils to benefit from the education we offer.

All parents and pupils have access to their class opportunities for school clubs and trips which are sent out to parents via the school office. All pupils with SEND will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.

The member of staff responsible for the planned club or trip or residential will complete a risk assessment for the organised activity and as part of this plan, will

identify children with SEND that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given. During this planning, the member of staff responsible will liaise with parents, child's teacher, Head Teacher and SENDCo if specialist provision is to be made.

The school provides a high level of staffing at break and lunchtimes to ensure pupils with social vulnerabilities or physical difficulties are supported to engage with their peers. A lunchtime club is also provided for a small group of pupils who require a higher level of support.

What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. As a school we have 'mindfulness Friday's' where children take part in mindfulness activities such as yoga, relax kids stories, and art. However, for those children who find aspects of this difficult we offer:

- Lunch time club
- Attachment based mentoring
- Board games lunch club
- Access to external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

Any pupils with additional medical needs are well catered for at Pilton Infants'. All medical requirements are requested from parents and these are added to the school medical records. If your child needs to have prescribed medicine within the school day, including inhalers for asthma, then contact the office to complete the permission form for administering medicines in school. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly.

We are supported by our Educational Psychologist, Behaviour Support Advisor and Mental Health worker in meeting children's social, emotional and mental health needs.

Who should I contact at Pilton Infants'?

The Special Educational Needs Co-ordinator (SENDCo) is Mrs Stacey Pye

She works part-time (Monday mornings, Tuesday and Thursday afternoons) and can be contacted via the school office on 01271 342579 or by email spye@piltoninfants.school

The governor responsible for Special Educational Needs (SEND) is Nicola Smith. She can be contacted via the school office.

What specialist services and expertise are accessed by Pilton Infants'?

The school links with advisory services and outside agencies when it is appropriate to seek further advice and assessment to identify barriers to learning and the nature of a pupil's difficulties; this information can be shared by home and school. The following services and agencies are accessed by the school:

- 0-25 SEN Team
- Visual Impairment Advisory Teacher
- ICT and SEN Team
- Behaviour Support Services
- Communication and Interaction Team
- Pathfield School Outreach
- School Nurse
- North Devon District Hospital: Paediatrician, Orthoptist
- Speech and Language Service
- Occupational and Physiotherapy Service
- Families in Grief (FiG)
- Children's Centres
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Support Advisor
- Multi Agency Safeguarding Hub (MASH)

What training have the staff at Pilton Infants' had to support my child?

Staff training is highly valued at Pilton Infants' school and opportunities are made for staff training wherever possible.

We work closely with specialists who train, guide and advise us, so we can deliver the best support for a child with SEND.

The SENDCo attends relevant training each term and has completed the National Award for SEND Co-ordination.

The SENDCo attends the SEND Network meetings, Learning community SENDCo Meetings and Dyslexia Network meetings with the Devon Literacy Support Team.

The SENDCo or TA's attend termly Pastoral Network meetings. Members of the Behaviour Support Team and other school teachers, Teaching Assistants and SENDCos come to learn new strategies and share good practice.

We have regular training opportunities within our Learning community from an Educational Psychologist. All teaching staff had training in meeting the needs of children with SEND through the use of SMART Targets. Teachers are confident and competent in identifying individual needs and setting targets.

Teaching Assistants have received relevant training in order to provide interventions such as Project X, Counting to Calculating, fun fit, Lego therapy and High Five. Teaching Assistants are able to engage in a range of training as part of their professional development, to enable them to respond to the needs of the individual children they are working with. To ensure the continuation of development, the school attends training sessions with our school Educational Psychologist.

Last year, all staff will receive training related to Mental Health which is being provided by the Early Help for Mental Health practitioners.

We have also had training from the Speech and Language Team, and 1 of our members of staff have attended all the workshops delivered by the Speech and Language Team.

How accessible is Pilton Infants', both indoors and outdoors?

Pilton Infants' has a single-level main building and four temporary classrooms.

The main building is fully accessible.

There is a disabled toilet.

There are steps into two of the temporary classrooms and the other temporary classrooms are accessible via a ramp.

There are no steps to any of the outside areas.

We ensure that equipment used is accessible to all children regardless of their needs.

How are parents involved in the education of their child?

At Pilton Infants' we are keen to make sure our Special Educational Needs provision is always at the highest standard and meets the needs of our families. All parents are encouraged to be involved in their child's education. Working in partnership will always have the greatest impact on a child's progress.

Parents are involved in the school in a variety of ways:

- attending parent workshops and drop-in sessions
- attending their child's class informal parent afternoons
- volunteering in school- listening to readers, being invited in as speakers for a specialist area or area of interest to them that links to the curriculum
- supporting pupils on trips and activities within school
- being a Parent Governor

- being a member of the Parent Teacher Association and supporting events in school, for example the school discos and summer fayre

All parents are encouraged to be involved in their child's education. We may ask you to hear your child read daily, practise sounds, spellings and number work; use the same sanctions and rewards as us to meet behaviour targets.

Where can I get further information?

The SENDCo may be able to signpost you to further information.

Devon Information Advice and Support service provides independent advice and information to parents and carers and young people with SEND.

www.devonias.org.uk

The Devon Local Offer details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services. The local offer is found at www.devon.gov.uk/send.

The pages found at <http://www.devonsafeguardingchildren.org/> will help you to understand what 'safeguarding' is, who is responsible for keeping children safe and what will happen if your family needs professional help.

How are my child's views taken into account in deciding next steps at Pilton Infants'?

Children are involved in target setting and reviewing the success of their work. Teachers regularly discuss next steps with children.

Depending on their age and the appropriateness, when children have an Individual Plan or EHC Plan, they are involved in the review process and the setting of new targets.

What steps should I take if I have concerns about provision for my child?

In the first instance, parents should ask to meet with their child's teacher. They may then direct you to the SENDCo.

If the matter is not resolved they can ask to meet with the Head Teacher. Following this, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy, found on our school website.

The SEND Governor is Nicola Smith who can be contacted via the school office on 01271 342579.

What outside agencies are involved in meeting my child's needs and in supporting me and my family?

We will often seek advice and support from a number of outside agencies

(Educational Psychology; Behaviour Support Team; Speech and Language Therapy; Pathfield Outreach; Communication and Interaction Team Outreach; Child and Adolescent Mental Health Service (CAMHS); Visual Impairment Advisory Teacher; General Practitioner; School Nurse; Parent Support Adviser) to ensure we are meeting your child's needs and providing you with advice and support.

We currently employ a qualified Independent Speech and Language Therapist to undertake assessments and provide programmes of work for children to enable early help whilst awaiting referrals from NHS Speech and Language team.

We may offer you and your child a TAF (Team Around the Family), to assess your child's needs and gather agencies to a Team Around the Child (TAC) meeting. At this meeting we will set an action plan called a 'My Plan'. This will be reviewed at least termly.

Sometimes you may need support with issues outside of school. We work closely with Social Services to ensure you have the help and support you need.

Where can I find contact details for support services for parents of pupils with Special Educational Needs?

In the school entrance, there are leaflets of support services available for parents, including information on Devon Information Advice and Support for SEND devonias@devon.gov.uk

If you have any concerns or worries, please contact the SENDCo via the office, or attend a drop in session on a Monday 8:50-9:30.

How will Pilton Infants' prepare and support my child to join the school or transfer to a new school?

In order for your child to be happy at school, they must feel safe and secure. We ensure that plans are made for a child transferring to our school.

We would welcome you to make preliminary visit to us and meet with the SENDCo to discuss your child's transition needs. A suitable transition programme will be set up depending on their needs. Usually this will be part of their individual plan. The Head teacher, Early Years coordinator and/or SENDCo visits all children in their Pre-school setting during the summer term. Children are also offered the opportunity to attend transition afternoons towards the end of the summer term.

Likewise, when a child moves on to Junior school from Pilton Infants', we would ensure that you, your child and the SENDCo from the next school are involved in making a transition plan. We hold transfer meetings with staff from the receiving school and organise additional visits with a Teaching Assistant if necessary, to prepare them appropriately for the change. This ensures that staff at the new school are fully aware of the needs of your child.

What is the Devon Local Offer?

Devon County Council is committed to ensuring that all children and young people have a good start in life. Some children and young people have special educational

needs and/or disabilities (SEND) and these differing needs mean varied levels of support may be required at different times.

In Devon, we believe that children and young people with SEND should have the expectation to be part of their local community and to be included and educated alongside their peers. We aim to provide a range of support and opportunities to enable this to happen and these can be described as the 'local offer'. This sets out what you can expect to be available to support children and young people with special educational needs and disabilities aged 0-25 along with Devon's approach and underlying principles.

The Devon Local Offer can be found here: www.devon.gov.uk/send