



Lympstone C of E Primary School SEND information report 2017-18

At Lympstone we believe that all children have the right and ability to shine. Some will show this in obvious ways and others will keep it more hidden. It is our role and wish to find every child's own shining star and to support them in developing the ones that shine less brightly.

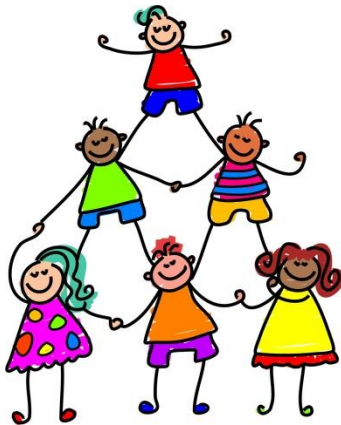
<p>What is SEND and how is it provided for at Lympstone C of E Primary School?</p> 	<p>SEND is Special Educational Needs and Disability within school. We provide support for pupils within the four areas specified in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and learning • Social, emotional and mental health needs • Sensory and/or physical needs <p>Many of our children are supported within everyday schooling under one or more of these categories. In more severe cases, external agencies will be involved and this may result in an EHCP (Education and Health Care Plan) for any individual child.</p>
<p>How is SEND identified?</p> 	<p>There are many parts to the jigsaw of identifying SEND, it may be straight forward or more hidden. There will always be a myriad of paths leading to the correct assessments and outcomes for each child. In no specific order, these could include:</p> <ul style="list-style-type: none"> • Information sharing from previous settings • Medical/health information • Formal age appropriate assessments such as Yr 1 phonics screening, termly Thrive assessments, KS1 SATS, on going progress data • Parental concerns • Observation feedback from members of staff and SENDCo • Intervention and small group assessments/progress • Educational Psychologist recommendation • Speech and language screening/therapist reports <p>In the first instance, parents should meet with the class teacher to discuss any concerns regarding their child's academic, physical, social or emotional well-being and progress.</p>
<p>How do we support children with SEND in school?</p>	<p>All teachers are highly experienced and capable of teaching children with a multitude of needs within a mixed ability class. Our expectations of</p>



high quality teaching include

- Clear instructions
- Scaffolded learning
- Differentiated tasks to suit different levels of understanding and ability
- TA support in every class every morning and some afternoons
- IEPs
- Small group interventions
- Personalised curriculum where necessary
- Guided groups
- Challenge and support during independent learning
- Specialist resources
- Extended time
- Simplified instructions
- Makaton signing
- Conferencing between teacher and child
- Daily updates between teacher and TA
- A range of teaching styles

How do we check that what we are doing to support SEND children is having an impact?








We are constantly evaluating our provision through





- Half termly monitoring meeting with the Headteacher
- Meetings with the SENDCo
- Completing progress tracking assessments
- Evaluating guided group and intervention objectives
- Building IEP evidence
- Reporting and sharing SEND progress and attainment with the SENDCo Governor termly and with the Full Governing Body termly. The 2017 SATs data shows that the % of SEND pupils achieving the expected standard was below that of children without SEND.





	%of those with SEND achieving the expected standard	%of all children achieving the expected standard
Reading	37.5%	72%
Writing	37.5%	68%
Maths	37.5%	72%

These are the results we were expecting based on the cohort. We also track progress for SEND children in smaller, measurable steps and this forms part of our transfer documentation for

<p>How do we assess and review pupil's progress?</p> 	<p>secondary education.</p> <p>Assess and review takes place regularly throughout the school year and includes</p> <ul style="list-style-type: none"> • Attainment and progress tracking based on appropriate year group objectives • Termly DAF meetings resulting in a My Plan document • IEP, EHCP and statement reviews • Parent meetings • Small group intervention progress data • Conversations with pupils
<p>How do the curriculum and learning environment support children with SEND</p> 	<p>We ensure that</p> <ul style="list-style-type: none"> • Classrooms are bright and clear • Working walls support learning in maths and literacy • Additional literacy and numeracy support material and resources are available • TAs are aware of who needs support and their individual need • The curriculum is differentiated • There is an emphasis on hand on and active learning to support understanding • Makaton is used as an additional aid to communication • Children work in both ability led and mixed ability groups • IT is coloured and simplified for children to follow • Short instructions and bullet points are used • Advice from professionals is acted upon and implemented within the classroom
<p>How do we support the social, emotional and mental health of pupils with SEND?</p> 	<p>In our school we support pupils by using</p> <ul style="list-style-type: none"> • Welcoming them into our kind and caring school • Role modelling our core Christian school values • Communicating effectively; we listen and talk to pupils • Building positive relationships with children and their parents • Sitting like a frog mindfulness programme • A complete Thrive ethos approach supported by termly Thrive class screens and support within classes and on a 1:1 basis • Support for parents • Celebrating success • Outdoor learning and hand on learning

	<ul style="list-style-type: none"> • The Outdoor Crew • Individualised opportunities • A multiagency approach for support and advice
<p>What specialist training and expertise do we have in SEND?</p> 	<p>In school we have</p> <ul style="list-style-type: none"> • A SENDCo with many years of experience of supporting children with SEND • 1x Thrive practitioners • Attachment and trauma specialist • 2x TAs trained in ELSA (supporting emotional literacy) • All staff trained in Thrive • All staff trained in supporting children with mental health needs and safeguarding • TAs are trained in delivering numeracy, literacy and phonics support • Many staff are trained in first aid and where applicable staff have specialist training ie: using epipens and specific mobility needs • TAs meet half termly with SENDCo for training updates • TAs and staff have access to local training sessions on a Friday which they can then feedback to others • Foundation and KS1 staff trained in Makaton and using this daily.
<p>Who helps us in school?</p> 	<p>We regularly work alongside other agencies who can help to diagnose specific conditions and who offer support and advice to schools and parents, these include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapy team • School nurse • Occupational therapist • Behaviour support • Communication and Interaction Team • Child and Adult Mental Health (CAMHS) • 0-25 Team at Devon County • ICT SEN Team • Physiotherapy (Vranch House) • Integrated Children's Services • Autism Spectrum Disorder Team • Early Help for Mental Health
<p>How do we involve parents?</p>	<p>As a parent your views about your child and our provision are crucial to ensuring that we get it right, your view will be sought through</p>

	<ul style="list-style-type: none"> • Meeting with class teacher • DAF meeting • Annual review meetings • Parent's evenings • Time with SENDCO and other specialists • Parent survey
<p>How do we consult with pupils with SEND?</p> 	<p>It is very important that our pupils with SEND are heard, we ensure this by</p> <ul style="list-style-type: none"> • Listening to them • Giving them opportunities to represent the school • Celebrating their talents whatever they maybe • Communicating with School Council • Conferencing with individuals
<p>How do we manage complaints?</p> 	<p>Our complaints policy and procedure are available on the school website.</p>
<p>How is our Governing body involved?</p> 	<p>As leaders of the school, we ensure that our Governors are knowledgeable and up to date with SEND matter, we do this through</p> <ul style="list-style-type: none"> • Termly portfolio meetings with SEND link Governor • Termly report at Full Governing Body meetings • Termly curriculum and data assessment reports to ensure the progress of children with SEND at our school. • The Governing body provide regular support and challenge to the provision for SEND children
<p>How do we ensure a positive transfer for children with SEND from pre-school to Reception, Year 6 to 7 or to another school?</p>	<p>We have transition plans in place to support SEND children, these include</p> <ul style="list-style-type: none"> • Communication between SENDcos • Visits to new schools • Data transfer • Meetings where appropriate with Headteacher • Visits can be made by our team to incoming children in the current setting

	<ul style="list-style-type: none"> • Early meetings with parents • Thrive support • Transition plans are written for individuals with EHCPs • Physical environment is assessed for suitability and changes made where possible
<p>What can you expect from Devon?</p> 	<p>The Devon Local Offer for SEND can be found at http://new.devon.gov.uk/send</p>
<p>Where might I be able to find help and support for at home?</p> 	<ul style="list-style-type: none"> • BALLOONS (Bereavement and loss looking onwards – Exeter 01392 826064 • Winston’s Wish • Exmouth Children’s Centre, Exmouth – 01395 226789 • School Nurse Team, Withycombe Clinic, Exmouth-01395 226730 • Devon Dyslexia helpline – 01392 880724 (dyslexiahelpline@babcockinternational.com) • National Autistic Society helpline 0800 800 41404
<p>Who do I ask for in school?</p> 	<ul style="list-style-type: none"> • Headteacher – Mrs Emily Mellor • SENDCo – Miss J Nash/Mrs Emily Mellor • SEND Governor – Mrs Marleen Johnson • Any enquiry can be made via admin@lympstone-primary.devon.sch.uk or on 01395 266580