

## Newton Poppleford Primary School

### SEND School Information Report

#### **The School Information Report (SIR) for Special Educational Needs and Disabilities(SEND.)**

##### **Introduction**

At Newton Poppleford Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. We believe that every pupil should be able to participate in all aspects of school life. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We make this a reality through the attention we pay to the different groups of children within our school, providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

At Newton Poppleford Primary School we recognise and embrace the fact that every child is different and therefore, the educational need of every child is different. We are committed to narrowing any attainment gap between SEND and non-SEND pupils. Our SEND provision allows pupils the opportunity to follow a curriculum that helps them develop life skills and gives them self-confidence through their learning this enables them to maximize their potential and work towards becoming independent learners. This provision may include mentoring, individualised support, adapted resources, short-term intervention learning programmes and other learning interventions developed to personalise learning.

We value the involvement of all members of our school community and we would welcome your feedback and future involvement in the review of our offer for SEND pupils, so please do contact us.

We believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and in future make a successful transition into adulthood.

This SEND School Information Report is part of the [Devon Local Offer for learners with Special Educational Needs and Disabilities \(SEND\)](#).

All Devon Local Authority (LA) maintained schools have the same duties with regards to special educational needs of pupils

## Parents

How can I let the school know that I am concerned about my child's progress in school and who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Your main point of contact at school should always be your child's class teacher if you think your child may have Special Educational Needs. The class teacher will be able to discuss your concerns. If you need to speak with other staff members, such as the Assistant Special Educational Needs and Disabilities Coordinator (SENDCo) or the Headteacher, then the class teacher will be able to help you to arrange this or you can email the Assistant SENDCo at any time.

If your child has a special educational need and/or disability and you would like to know more about what we offer or would like more information about SEND please contact us on 01395 568300 or email us at [admin@newton-poppleford.devon.sch.uk](mailto:admin@newton-poppleford.devon.sch.uk).

SEND Coordinator & Headteacher: Mr Stuart Vaughan

Assistant SEND Coordinator: Mrs Debbie Tollerfield

A leaflet for parents 'SEN Support' is available from the school office.

### **External Guidance for parents**

Devon Information and Advisory Service, DIAS,(formerly Parent Partnership) can provide impartial advice to support parents whose child has a special educational need and/or disability(SEND) they can be contacted via their website( [www.devonias.org.uk](http://www.devonias.org.uk) ) or phone 01392 383080. Please contact the school office if you require a DIAS Parent's Information leaflet.

The National Network of Parent Carer Forums (NNPCF) has a series of fact sheets for parents about the changes to SEND. The section on SEND support explains the changes involving the removal of categories and sets out the procedures in mainstream schools for supporting children with SEND.

### **Extra support in mainstream school: SEN support**

A letter to parents from the DfE also gives the new arrangements for supporting children and young people with SEN and disabilities and is available from [here](#).

If your child has a special educational need and/or disability the changes to SEN support are explained as follows: For children with less complex needs but who still require help, there is a new system called SEN support (K) which replaces School Action and School Action Plus .The process for SEN support will be similar but it will be less about counting the hours or resources given to your child at nursery, school or college and more about what your child has achieved as a result.

[SEND code of practice: 0 to 25 years, GOV.UK – published by the DfE](#)

### The Kinds of Special Needs for which provision is made at the school

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are used to when making a decision using information gained through observation and assessment. The threshold for each year group may vary. (See SEND Register)
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

#### **The difficulty or disability may relate to:**

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

**Special Educational Provision** is provision which is additional to or different from that which is made generally for most children in our school.

**Assessment** is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

**Adequate progress** is defined as that which:

- closes the attainment gap between the child and other children of a similar age

- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in social, personal or self-help skills
- demonstrates improvement in a child's emotional wellbeing or behaviour allowing them to be receptive to learning.

### Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN where approaches are tried and reviewed and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Teachers and Support Staff also play a vital role in raising concerns about other barriers there may be to learning, such as behavioural, social and emotional needs.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Our school refers to the Department for Education (DfE) recommendation that children may need SEN support if they need:

- A special learning programme
- Extra help from a teacher or assistant
- To work in a smaller group
- Observation in class or at break
- Help taking part in class activities
- Extra encouragement in their learning, for instance, to ask questions or to try something he/she finds difficult
- Help communicating with other children

- Support with physical or personal care difficulties, for example, eating, getting around the school safely or using the toilet

[Children with special educational needs \(SEN\): SEN support, GOV.UK – DfE.](https://www.gov.uk/children-with-special-educational-needs/special-educational-needs-support)

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Sometimes children may be making poor progress for a reason that is not an SEN need such as: a gap in learning or a learning delay but making appropriate progress, working at a level appropriate to their ability but below that of their peers.

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

The four stages are:

- **Assess**: carry out a clear analysis of the pupil's needs. Following assessment and Staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register
- **Plan**: decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review. An **IEP (Individual Education Plan)** may be devised in collaboration with the child. The IEP is sent to parents who are invited to discuss this initially with the Class Teacher and contribute to the IEP. In all cases the desired outcomes will be shared with the child and the parents consulted.
- **Do**: the class teacher remains responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching
- **Review**: evaluate the impact and quality of the support and interventions and listen to the views of the pupil and parents. This may be as part of Parent Consultation Meetings or at a specially arranged meeting. Where a pupil at our school continues to make less than expected progress despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists. This may include specialists secured by the school or from outside agencies. Teachers are supported by these specialists from outside school who meet with parents and school staff and are invited to attend Review meetings or Team Around the Child Meetings at least annually. Parents will always be involved in any decision to involve specialists.

A child's SEND needs may not be around cognition and learning, they may also be around communication and interaction, behavioural emotional and social development or sensory or physical conditions. However the process of assessment, planning, doing and reviewing will be the same in order to ensure they receive the correct support.

## Provision

**Our Class Teachers** have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- use inclusive 'quality first' teaching and ensure that where necessary appropriate support is available for all children
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- collaboratively with the Assistant SENCo, set targets on IEPs and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

### **Support Staff**

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to source/prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

In our school we have experience of making additional and/or different provision for children with a wide range of needs including:

- **Cognition and Learning** – Moderate learning difficulties, Specific Learning difficulties such as dyspraxia and dyslexia
- **Sensory, Medical and Physical** – Hearing impairment, Visual Impairment, Sensory processing difficulties, Difficulties with fine or gross motor skills, core strength, crossing the midline, bilateral integration, proprioception, Epilepsy, Asthma, Allergies
- **Communication and Interaction** – Autistic Spectrum, Asperger's Syndrome, Speech and Language Difficulties
- **Social, Emotional, Behaviour and Mental Health**

### **Intervention:**

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- teaching approach in main lessons that meets pupils specific learning needs
- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- additional programmes and/or planned support that is designed to secure learning and accelerate progress.
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Levels of intervention are categorised in the table below:

Support (all children)		SEN support
Wave 1	Wave 2	Wave 3
(Quality-first teaching for all pupils)	Quality-first teaching plus time-limited interventions for some children who need help to accelerate their progress.	(Individualised support for a child's long-term needs - for instance, a pupil with English as an additional language who needs keywords to support his/her progress, or a pupils with autism spectrum disorder who needs to have only blue possessions and needs his own timetable.

At Newton Poppleford we use the following interventions:

- Letters and Sounds – phonics 1-2-1 and small group
- FFT Wave 3 Literacy - (Reading, Phonics and Spelling) 1-2-1
- Sir Kit Literacy Intervention (Yr 3)
- Counting to Calculating – Maths
- Spring Board – Maths
- Social Story work
- Social Skills
- Mentoring
- A variety of individualised programmes

#### **Frequency and timing of support**

This is arranged and timetabled collaboratively by the Headteacher and Assistant SENCo. Teachers and Teaching Assistant generally provide the intervention (with the support of the Assistant SENCo where necessary) so that they can adapt provision according to need.

#### **Organisation of support**

Our inclusive approach to provision means that the majority of pupils at our school will have their needs met through the assessment based planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of visual, auditory and kinetic activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:



- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom 1-2-1 or in small groups.

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. We make provision for small groups of children as well as personalised 1-2-1 support and individualised learning. This allows us to provide greater differentiation with more quality support.

For some children with social, emotional and behavioural needs we offer bespoke pastoral and learning support which is enhanced by Mentors, a keyperson, 1-2-1 support and support during breaks and lunchtimes which helps to develop self-confidence and self belief and a feeling of safety and belonging.

Some children may be offered focused withdrawal in order to implement programmes drawn up by outside professionals such as Occupational or Speech and Language Therapy programmes. Other children may need time out support or alerting/rest breaks.

Some children especially those on the Autistic Spectrum may need support outside the classroom, 1-2-1 or in small groups, to implement social skills and social story activities to improve their understanding of social communication and social interactions.

Other children may need support to develop recording skills such as handwriting or touch-typing/use of ICT.

## External Services

When a child is demonstrating further cause for concern or their need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For some of these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

### The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

If it is felt that more than one outside agency will need to be involved to help meet the child's needs either individually or as part of a wider need then in agreement with the parents the **Devon Assessment Framework(DAF)** process will be started. This aims to bring all professionals together with parents, school staff and the child if appropriate (the child's views are always included) to provide a holistic picture of the needs, desired outcomes and support required to achieve these outcomes. For more information on the DAF process please contact Mrs Tollerfield, Assistant SENCo.

Support Staff, including Teaching Assistants, Classroom Support Assistants and Pupil Learning Mentors are assigned across the whole school to support Links with outside agencies are well established and transition to local secondary schools is very good due to our close liaison with these schools. Tracey Tipton the Parent Support Advisor and colleagues from outside agencies continue to advise and support our Staff to better understand and address the needs of our pupils.

#### **Statutory Assessment: EHC Plan (Education, Health Care Plan) / Statement**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Devon. Devon's SEND Local Offer can be obtained from Devon County Council's website. The school office can also provide further information.

#### **The Local Authority will need to have:**

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

#### **This information includes where relevant:-**

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact DIAS the Parent Partnership Service 01392 383080 to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

### Transferring Statements to EHC Plans

The legal test of when a child requires an EHC Plan remains the same as that for a statement.

It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.

The transition period for transfer to EHC Plans has been extended to 2018. Transfer to the EHC Plan currently happens after a Transition Review is carried out instead of an Annual Review of Statement when the pupil with the Statement is in Year 5.

### Recording

Records are kept on each child. They are stored in lockable storage in the classrooms.

Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored in the Assistant SENCO's Office and on the school's internal ICT network. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. The Headteacher and Assistant SENCo monitor this process. IEPs and behaviour plans are written in October and March annually to coincide with Parent Consultations this may happen more frequently according to need or interventions. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the School Office.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

There are also some general information files, stored in the Assistant SENCo's office which includes master copies of letters and forms which may be required for identification, assessment, monitoring, referral, evaluation and review. They also contain correspondence from outside agencies. Some

documents may be of a more confidential nature and will be kept in the Headmaster's Office in a locked cabinet.

### The SENDCO

Mr Vaughan, Headteacher and Acting SENDCO and Mrs Tollerfield. Assistant SENDCO are responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. They will liaise with parents and relevant outside agencies : Education, Health, Care, Medical and Psychology Services. They will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCO will also be responsible for overseeing the maintenance of the Special Needs Register.

In our school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See Staff Meeting / INSET log)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, specialist expertise will be secured.

### Resources

A wide range of resources are provided by the school in order to assist in drawing up a programme and supporting a child with special needs and/or disabilities. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need. We will also provide resources to assist parents in supporting their child at home when necessary and appropriate.

### Partnerships

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. We encourage a partnership with parents through termly consultations, Parentmail, Poppleford Post, annual reports, class letters, SEND reviews, DAF and other meetings and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. You can address your queries or concerns to a member of the Senior Leadership team who are on duty in the playground in the mornings, you can leave a message with the school office, you can write in your child's Home/School Book or call at the school office and ask to speak to Mrs Tollerfield who is often available from 9- 9.30.

Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Letter, phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist
- School Nurse and Health Services including GP's and Paediatricians.
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Communication and Interaction Outreach Service
- Hearing Support
- Visual Support
- Learning Difficulties and Disabilities

If you would like to know more information about these services contact us on 01395 568300 or e-mail us at [admin@newton-poppleford.devon.sch.uk](mailto:admin@newton-poppleford.devon.sch.uk)

Further information is also available from Devon County Council's website.

## Pupils

Pupils are encouraged:

- to participate fully in the life of the school
- to understand the success criteria to enable progress to take place

- are expected to behave in a responsible and respectful way within a learning context
- to have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- To comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs. Personal Mentoring meetings also provide an opportunity for personalised provision.

### Complaints

We hope that complaints about SEND provision will be rare. However, if there should be a concern the process outlined in the School's Complaints Policy should be followed.

### Transition

We have excellent links with our feeder and transfer schools due to our close liaison with these schools. Staff from the schools which our pupils are transferring to, are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs. Newton Poppleford Primary also participates in the transition arrangements of our Secondary schools, which includes days based at the school which the child will be transferring to the following September.