

SEN Information Report

Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) **must** publish information on their website about the implementation of the policy for pupils with Special Educational Needs (SEN) in the form of an SEN Information report. This report should be kept up to date with significant changes and published annually each September. The report differs from the SEN Policy in that the policy details the school's ethos and approach to SEN whereas the SEN information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

The following guidance is designed to assist schools in deciding what information to include in the report. The guidance is not an exhaustive list of information but a suggestion of the types of information schools may wish to include.

The primary audience for the report is parents and carers therefore it is important to ensure the language used within the report is not education elitist and is written in plain English. Furthermore, best practice would be to involve and consult parents in the drawing up and review of the report. It is advised the report is published using a Dyslexia-friendly 'sans serif' font such as Comic Sans, or Verdana. Please also ensure your report is available in the range of languages appropriate to your setting.

<i>Parent/carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure-		
What kinds of SEND do pupils in the school have?	<ul style="list-style-type: none"> • Wilcombe Primary School is a mainstream primary school with children taught in mixed age/ single year classes. • The school caters for a range of SEND needs; including SEMH, Cognition and Learning, Communication and Interaction and Physical/ Sensory difficulties • Our most recent OFSTED inspection reported “The special educational needs coordinator (SENCo) works closely with early years staff to identify pupils’ needs from the outset. There is a systematic approach to assessing pupils’ speech, language and communication. Pupils who need support in this area receive it. The SENCo works closely with parents of pupils with autistic spectrum disorder. For example, some pupils receive extra help to keep themselves safe near roads” 	The kinds of special educational needs for which provision is made at school
How do you know if a pupil needs extra help?	<ul style="list-style-type: none"> • Teachers track pupil progress each half term, completing a class tracker sheet. These are completed using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to Unit leaders and the SENDCo. • In discussion with the Class teacher the SENDCo and other staff may use a range of assessments/ screening tools to identify areas of need. These may include: Dyslexia screening tool, Sandwell Maths assessments, WIATT assessments, Boxall assessments, 	Information about the school’s policies for identification and assessment of pupils with special educational needs

	<ul style="list-style-type: none"> Children are considered to have a SEND if they have been identified as working below ARE and require provision which is different from and additional to that which is in place as part of universal provision, and/or children have a need in one or more of the following areas which affects their learning- Speech, Language and communication/Sensory/Physical /Social, Emotional and Mental Health. 	
Day to day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>We have a graduated response to meeting pupils' needs; starting with universal provision for all. Quality first teaching is used to ensure all pupils receive the support they need, which involves high quality, inclusive teaching for all pupils. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap.</p> <p>At Wilcombe we have used the Devon Expectations for Inclusive Provision document to develop our universal provision.</p> <p>Targeted provision is used for pupils who need extra support, with individualised programmes of support and intervention.</p>	<p>The school's approach to teaching pupils with SEND</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the <u>Devon Graduated Response Tool</u> to document initial concerns and start to pinpoint areas of need. Whenever concerns are raised,</p>	<p>How adaptations are made to the curriculum and learning environment</p>

<p>Is there any additional support available to help children with SEND?</p>	<p>teachers and/or SENDCo will always work collaboratively with parents/carers.</p> <p>A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have needs which:</p> <ul style="list-style-type: none"> - a significantly greater difficulty in learning than the majority of others of the same age, <p>and/or:</p> <ul style="list-style-type: none"> - prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. <p>We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing.</p> <p>Resources are allocated throughout school according to the individual need of children. The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team.</p>	
<p>How will the school know how well my child is doing?</p>	<p>All children with SEND have an Individual Education Plan which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed termly in consultation with parents.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>

	Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies.	
How will I know my child is making progress? How do you check on this?	<p>All children's progress is monitored through the year by class teachers. This is both formative daily assessments, linked to learning activities and used to plan next steps, and summative assessment tests.</p> <p>For children with SEND, there may be other assessments which link to targets on their IEPs, which are evaluated at the end of a 10-week intervention cycle. IEP targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. IEP reviews are sent home for parents information termly and these targets are constantly reflected upon in school.</p>	How the effectiveness of provision is evaluated
How will my child be included in activities outside the classroom, including school trips?	All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support.	How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND
How will you support my child's overall well-being?	All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff.	Support for improving emotional and social development

	<p>School has a Designated Safeguarding Lead (Charlotte Hil-Jones) and Deputy Safeguarding Lead (Mandy Endicott) as well as safe-guarding officers (Emily Way and Annie Challacombe).</p> <p>School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies.</p> <p>We will always work collaboratively with parents to make sure that children have a successful time at school.</p> <p>Information about administration of medicines can be found on the Ventrus website at:</p> <p>First-Aid-and-Administration-of-Medicines-Policy-June-2018.pdf (ventrus.org.uk)</p>	
Involving families		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<ul style="list-style-type: none"> <i>The school shares progress information with parents/carers by holding termly parent meetings, reviewing IEPs, Annual Reviews of EHCPs and in some cases Team Around the Family meetings and end of year reporting</i> <i>There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if and when appropriate.</i> 	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>

	<ul style="list-style-type: none"> • <i>There are other opportunities for involvement and consultation with parents. For example, Open days, meet the teacher sessions, parent forums, parent/child activities etc</i> • <i>The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum overviews/Tapestry/parent newsletters.</i> 	
<p>How will my child be able to share their views?</p>	<ul style="list-style-type: none"> • <i>The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews</i> • <i>Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.</i> 	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p><i>We recognise the importance of ensuring a high quality transition regardless of the stage.</i></p> <p><i>Pre-School to school</i></p> <ul style="list-style-type: none"> • <i>Home visits</i> • <i>Stay and play sessions</i> • <i>Staff communication with Pre-school</i> • <i>TAF (Team Around the Family) meetings</i> <p><i>In-school transfers</i></p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>

	<ul style="list-style-type: none"> • <i>Move up days in school</i> • <i>Staff handover meetings</i> • <i>Enhanced transitions to further support children (Extra time in class, photo packs etc)</i> <p><i>Secondary Transfers</i></p> <ul style="list-style-type: none"> • <i>Induction days</i> • <i>Staff communication with the secondary school</i> • <i>Transition information/passports</i> • <i>Enhanced transition days</i> 	
Staff skills and wider support		
<p>What skills do the staff have to meet my child’s needs?</p> <p>What specialist services are available at or accessed by the school?</p>	<p><i>What is the school’s approach to CPD for staff which enables them to support pupils with SEND?</i></p> <p>Staff meetings Twilight sessions TA training sessions - inhouse/outside agencies Outside agencies such as school nurse, Communication & Interaction Team Professional dialogues including Professional Consultations with Educational Psychologist Teacher training sessions – inhouse/outside agencies Online training</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p> <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in</p>

	<p><i>How does the school prepare for new children coming to the school who have needs that they have not previously supported?</i></p> <p>Transition meetings with pre-schools Transition meetings with parents Transition meetings with outside agencies Attendance at TAF meetings Sharing of documentation between home, pre-schools and school Taster days Phrased entry to school Liaising with SEND Statutory Team</p> <p><i>Are there any specialist staff in school? What are their qualifications?</i></p> <p>Thrive/Boxall trained practitioners Attachment Based Mentoring TA's trained from the Speech and Language team DELP Mental Health Ambassadors</p> <p>Funfit and High 5 trained staff</p> <p>Bereavement trained staff</p> <p><i>What external support services can the school access?</i></p> <p>Educational Psychologist (independent and Babcock) Communication and Interaction Team Speech and Language Therapists</p>	<p>meeting pupils' SEN and supporting their families</p>
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	<p>Occupational Therapists Children and Adult's Mental Health Service (CAMHS) Family Support Workers School nurse Bladder & Bowel</p> <p>Children Centre</p> <p>Physiotherapists</p> <p>Early Years Consultants</p> <p>Nursery Plus</p> <p>Early Years Complex Needs Service (formerly Portage)</p> <p>Bereavement support (Balloons)</p> <p><i>Which professionals and organisations provide support to pupils?</i></p> <p>School Nurse</p> <p>Speech and Language Therapists</p> <p>Occupational Therapists</p> <p>Physiotherapists</p> <p>Communication and Interaction Team</p> <p>Behaviour Support</p>	
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	<p><i>Have any staff members undertaken specialist training to support specific roles?</i></p> <p>Attachment Based Mentoring Boxall ACE's Lego therapy Speech and Language training</p>	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p><i>What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</i></p> <p>If specialist equipment is needed then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school.</p> <p><i>How does the school make best use of resources in its delegated budget?</i></p> <p><i>Is the school fully wheelchair accessible?</i></p> <p>No, currently we do not have access to all parts of the school for wheelchair users, however this would be re-evaluated on a case by case basis.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p><i>What access arrangements are available if appropriate for examinations?</i></p>	<p>Information regarding access arrangements</p>

	<p>Additional time Scribes Movement breaks</p> <p><i>How are decisions about support made and how are families involved in this process?</i></p> <p>Discussions to be had with parents, class teacher and SENDCo regarding support in place and actions moving forwards</p>	
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Accessing advice and support

<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.</p>	<p>Contact details for the Special Educational Needs Coordinator</p>
<p>What do I do if I'm not happy or if I want to complain?</p>	<ul style="list-style-type: none"> • <i>Annie Challacombe- available every day. Contacted through the school office: wilcombe@ventrus.org.uk</i> <p>The school SEND Governor can also be contacted for support</p> <p><i>Ros Sagar: ros.sagar@ventrus.org.uk</i></p>	<p>Arrangements for handling complaints from parents of children with SEND</p>
<p>Where can I get information, advice and support?</p>	<ul style="list-style-type: none"> • <i>What is the school's approach to resolving concerns?</i> <p><i>At Wilcombe we will listen carefully to parental concerns, make a plan of action together on ways to move forward and ensure the actions are completed and review in a timely manner.</i></p>	<p>Contact details of support services for parents of pupils with SEND</p>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<ul style="list-style-type: none"> • <i>Who can families talk to if they are worried?</i> <p><i>Families should talk to the child's class teacher if concern. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are concerned.</i></p> <ul style="list-style-type: none"> • <i>How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?</i> <p>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.</p>	<p>The school's contribution to the local offer and where the LA's local offer is published</p>

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

IEP's will be reviewed with your involvement on a 10 week cycle.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

- *Where can the formal complaints policy be found and what are the key points?*

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, 9 parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

- *How does the school signpost families to services that can provide additional support?*

The SENDCo will be able to support parents further by signposting them to relevant services.

The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: <https://devonias.org.uk/>

- *How does the school link to the LA local offer and how is this information made available to parents/carers?*
- *How has the school contributed to the LA local offer*
- *Where can the LA local offer be accessed?*

The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The support provided by Devon Local Authority for children with SEN and disabilities can be found at

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