



SEND Information Report 2018 – 2019

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision *which is additional to or different from* that normally available in a differentiated curriculum. Holsworthy C of E Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

SEN Information Report

A school must publish a SEN Information Report on its website. By law, the following information must be included. This SEND Information Report is an explanation of what we offer as a school to children with special educational needs and disabilities.

The information that must be included in the SEND Information Report by law	What we do at Holsworthy C of E Primary School.
<p>1. The kinds of SEND that are provided for at Holsworthy Primary School</p>	<p>Holsworthy Primary School is a Church of England, mainstream primary that sits within a rural, farming community in North Devon. We support inclusion for all of our children and will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities (henceforth SEND) and that all pupils, regardless of their specific needs, make the best possible progress in school.</p> <p>As laid out in the SEN Code of Practice in 2014, the four broad ‘areas of need’ are identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Needs. <p>Holsworthy C of E Primary School has a wide range of children with SEND covering all these four areas. In particular, we have a high level of children with social, emotional and mental health needs and cognition and learning.</p>
<p>2. Information about the school’s policies for identification and assessment of pupils with SEND.</p>	<p>At Holsworthy Primary School, we monitor children’s progress regularly. This can be on a day to day basis within lessons, through marking and on-going discussions with pupils and then on a more formal assessment level, 3 times a year. When limited progress is identified class teachers will put in place extra support to enable the pupil to catch up through in class support and some intervention work. This is done with on-going discussion and support from the Special Educational Needs and Disabilities Co-coordinator (henceforth SENDCo)</p> <p>However some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, the class teacher and SENDCo will further assess the pupil to determine the cause of the learning difficulty. 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.</p> <p>The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and a school based My Plan will be completed and reviewed each term. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. This will be shared with the parents by the class teacher and/ or SENDCo and the pupil will then be placed on the schools special educational needs register.</p> <p>Pupils are identified as having SEND, and their needs assessed in a variety of ways including :</p> <ul style="list-style-type: none"> • Information passed on from pre-schools or from other previous schools • Feedback from teaching staff and observations by the SENDCo, Headteacher or Deputy Headteacher • Foundation Stage Profiles/Early Years age-related expectations • In school monitoring and assessment processed for reading, writing and maths. • English testing e.g. using the phonics Early Reading assessments • Language and speech link assessments

	<ul style="list-style-type: none"> • Behaviour logs • Ongoing teacher assessments • Referrals from parents <p>If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will no longer be identified as having special educational needs. When any change in identification of SEND is changed, parents will be notified by the class teacher and/ or SENDCo.</p> <p>There may come a point over time when a child is making some progress however, it is felt that with additional resources this could improve. If this is agreed by all parties involved at termly My Plan review meetings then a request for additional funding will be made to ensure the best possible support for the pupil within school. This request can happen once a year and is entitled 'element 3 funding' within the Devon Assessment Framework process.</p>
<p>3. A) Evaluating the effectiveness of the provision made for pupils with SEND</p>	<p>A review of a child's My Plan will be discussed between the class teacher and parents on a termly basis. There may be times when it is necessary for the SENDCo and outside agencies to be involved within this review process.</p> <p>Each review of the My Plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from the teacher.</p> <p>The <i>SEN Code of Practice (2014, 6.17)</i> describes inadequate progress thus:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between rate of progress • Widens the attainment gap <p>For pupils with a Statement of SEN / Education Health Care Plan (henceforth known as EHCP) there will also be an annual review of the provision made for the child led by the SENDCo, which will enable an evaluation of the effectiveness of the special provision.</p>
<p>3. B) Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Using the Graduated approach 'Assess, Plan, Do, Review' (see copy of SEND Policy on the website for more information on this approach) • Data tracking for pupil progress • Provision Mapping, My Plans, Annual Reviews and EHCP reviews • Observations and follow up meetings • Parents meetings • Questionnaires for children and opportunities to attend meetings if they wish <p>The school ensures that the impact of any support is measured to see if it is working or not. Consequently adaptations to provision may be made in light of these findings.</p>

3. C) The school's approach to teaching pupils with SEND	<p>If your child is identified as having SEND, provision may include:</p> <ul style="list-style-type: none"> • Extra adult support in classrooms when appropriate • Timed and reviewed intervention programmes. • Personalised provision through adapted resources and interventions • Strategies suggested by the SENDCo or outside agencies are put into place • Regular input and support from outside agencies. • Children visiting other places to support learning. •
3. D) How adaptations are made to the curriculum and the learning environment of pupils with SEND	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Groupings and planning that target specific levels of progress • Differentiated resources and teaching styles • Dyslexic friendly resources and visual cues within classrooms • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and or examinations (eg in Year 6) • Additional adult support • Advice provided by assessments and strategies described in statements of special educational needs / EHCP <p>In 2015 Holsworthy Primary had a Thrive room built to support children with social, emotional and mental health needs and additional, larger disabled toilet to support those with physical and medical disabilities.</p>
3e. Additional support for learning that is available to pupils with SEND	<ul style="list-style-type: none"> • The school budget, received from Devon Local Authority includes money for supporting children with SEND. • The Head Teacher, the Deputy Head Teacher, the SENDCo and the class teachers discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing more support and the children who have been identified as not making as much progress as would be expected. From this information, the school decides what resources/training and support is needed and given each term. • Class teachers identify the needs of SEND pupils on a Year Group Provision Map and do this termly. Changes are made as required termly so that the needs of children are met, and resources are deployed as effectively as possible. • At My Plan meeting and reviews, parents, children and outside agencies (where appropriate) are involved in discussing and deciding the support the child can receive in school and this support is detailed on their My Plan.
3f. How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND	<p>As an inclusive school, all clubs, trips and activities are available to all pupils within Holsworthy Primary School regardless of whether they have a special educational need or not.</p>
3g Support that is available for improving the social emotional and mental health of pupils with special educational needs	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • A learning behaviour and anti-bullying policy. • Thrive support for individual children • Pastoral support for groups or individual children.

	<ul style="list-style-type: none"> • A mentoring programme led by trained TAs. • RESPECT programme/ intervention. • Social skills groups/ interventions. • PSHE curriculum. • Lunchtime and playtime support through planned activities and groups • School Council <p>If your child still needs extra support, with your permission the SENDCo will access further support through the Devon Assessment Framework process and set up a Team Around the Child meeting. This may involve inviting agencies such as CAMHS to support your child.</p>
<p>4. The name and contact details of SEN Co-ordinator and the name and contact details of SEN Governor</p>	<p>The SENDCO at Holsworthy C of E Primary School is Mr Chris Hurley</p> <ul style="list-style-type: none"> • Mr Hurley is available for SEND related queries Monday – Thursday 9am-12pm <p>The other members of the SENDCo team are:</p> <ul style="list-style-type: none"> • Deputy SENDCo; Megan Lewis – she is available for queries linked to EYFS Tuesday-Friday afternoons. • Pastoral support; Mr Emma Gliddon who is available for social, emotional and mental health queries daily • The Governor with responsibility for SEND is Mrs Serena Cole. <p>Please contact them through the school number of 01409 253700 or by visiting the school office. If no one is available to see you at that time, one of them will call you back when they can.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.</p>	<p>All teachers and teaching assistants have had the following training</p> <ul style="list-style-type: none"> • The new SEND Code of Practice • Passive Intervention and Prevention Strategies. • Categories and strategies for supporting SEND. • The use of My Plans to support children with SEND. <p>In addition the following have the identified enhanced and specialist training</p> <ul style="list-style-type: none"> • 10 x TAs trained in MYTY maths • 4 x TAs trained in precision teach • 5 x TAs trained as Read, Write, Inc teachers. • 2 x TAs trained in mentoring for children with social, emotional and mental health difficulties. • 1 x TAs are trained Thrive practitioners • 3 x TAs with extensive speech and language experience.

	<ul style="list-style-type: none"> • 1 x TA with see and learn experience. • 4 x TAs trained in moving and handling. • 2 x TAs trained to level 3 BSL. <p>Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are</p> <ul style="list-style-type: none"> • Autism and Speech, Language & Communication Outreach Service • Educational Psychology Service • Speech and Language Therapy Service • Outreach support from more specialized schools such as Pathfields and Lampards • Visual & Hearing Impaired Advisory teachers • SEN ICT Advisory Teacher • Advisory Teacher for Physical Difficulties • School Nurse • Occupational Therapy • Physiotherapy • CAMHS • Specialist nurse for children with learning disabilities • Parent support advisors. • Primary Support Partnership • Inclusion officer. <p>Any cost of training is covered by the SEND budget in school.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> • The school budget includes money for supporting children with SEND. • The Head Teacher/SENDCo decides on the deployment of human resources in consultation with the school governors on the basis of needs in the school. • The SENDCo has an annual budget that allows the provision of specialist resources • In addition, outside agencies will loan equipment for periods of time eg for physiotherapy or toileting needs • School and outside agencies can apply for funding for specific and costly resources through charities eg IPads
<p>7. The arrangements for consulting and involving parents of children with SEN in the education of their child.</p>	<p>Holsworthy C of E Primary School offers</p> <ul style="list-style-type: none"> • For children with a School based My Plan – these will be shared and discussed with parents 3x a year by the class teacher • For children with a Devon Assessment Framework 1 and My Plan 2a in place– parents meet with school staff (class teacher/SENDCo or member of the SEND team) and outside agencies (where necessary) 3 times a year. • Meetings with a member of the SEND team if you request this • Telephone calls if preferred. • Parental questionnaire and invites to Annual Reviews for children with statements/ EHCP

	<ul style="list-style-type: none"> • Meetings with Educational Psychologist if s/he has seen your child, or when this has not been possible, through a report • Home/school books • Parents Consultations • Parent support advisor. • Breakfast club. • Termly SEND coffee afternoons where key speakers attend. <p>If you have concerns:</p> <ul style="list-style-type: none"> • Speak to your child’s class teacher in the first instance. • If you continue to be concerned speak to the SENDCo or member of the SEND team. • The school SEND Governor can also be contacted for support
<p>8. The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<p>Holsworthy Primary School offers:</p> <ul style="list-style-type: none"> ▪ Children an option of running their own My Plan and annual reviews by inviting those involved with their support and getting them to choose refreshments to display work to celebrate. ▪ Pupils are given the option of completing a questionnaire about their ‘My Plan’ instead of attending meetings if they would prefer this ▪ School Council has a range of children with SEND represented ▪ Open door policy from teachers & the school leadership team.
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<ul style="list-style-type: none"> • Make an appointment to see your child’s class teacher to address any issues you have in the first instance. • If you are still unhappy, please make an appointment to see the SENDCo or the Head Teacher • Please ask for a copy of the School’s Complaint Policy at the office which will outline the various steps to make if you wish to make a formal complaint. <p>There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<ul style="list-style-type: none"> • The SEND Governor, Mrs Serena Cole is responsible for making sure that the necessary support is given for any child with SEND who attends the school • The SENDCo and SEND governor meeting a minimum of once a term to discuss and challenge SEND in the school <p>The governing body have engaged with the following bodies:-</p> <ul style="list-style-type: none"> • A SEND health check conducted by Babcock SEND advisory service. • A Service Level Agreement has been set with the Educational Psychology service for support throughout the year • School has access to local authority’s service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils who require direct therapy or advice

<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Devon Information Support and Advice is an organisation that provides information, support and training for parents and carers of children and young people with special educational needs and disabilities. They offer a confidential, free and impartial service. Amongst other things, they can:</p> <ul style="list-style-type: none"> • Listen to what you have to say and talk through your options and decisions • Describe what support the school can offer • Explain the meaning of documents, reports and letters • Support the development of good communication between you, the school and other services <p>If you would like to find out more about the Service either request a leaflet from a member of the SEND team or contact them directly on 01392 383080 or check out their website at www.devonias.org.uk. This service also attends some coffee afternoons at the school each year.</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.</p> <p><u>If your child is joining us from another school:</u></p> <ul style="list-style-type: none"> • The SENDCo, SENDCo support or Reception teacher will visit pre-schools when appropriate • If your child would be helped by a transition book to support them in understanding their move, then one will be made for them • Your child will be able to visit our school and stay for a taster session if this is appropriate and desired • The SENDCo may meet with the parent and child in advance of the starting date to discuss needs and set up a transition plan if required. This may also involve inviting outside agencies <p><u>If your child is moving to another school:</u></p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the member of the SEND team, parent and child from the new school • We will make sure that all records about your child are passed on as soon as possible • We will help to arrange visits in advance of starting if that is required <p><u>When moving classes in school:</u></p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. My Plans will be shared with the new teacher • If your child would be helped by a book/leaflet to support them in understanding their move, then one will be made for them <p><u>In Year 6:</u></p> <ul style="list-style-type: none"> • The SENDCo will discuss the specific needs of your child with the SENDCo of the child's Secondary School • In some cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Your child will also be invited to this • Your child will participate in focused learning relating to aspects of transition, to support their understanding of the

	<p>changes ahead</p> <ul style="list-style-type: none"> • Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school • If your child would be helped by a book to support them in understand moving on, then one will be made for them
<p>13. Information on where the local authority's local offer is published.</p>	<p><u>What is the Local Offer?</u></p> <p>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 aged 0-25. This is called the 'Local Offer.'</p> <p>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.</p> <p>Parents/carers are encouraged to visit the Devon County Council Local Offer website at www.devon.gov.uk/send</p> <p>Parents without internet access should make an appointment with a member of the SEND team for support to gain the information they require.</p>

This information report will be reviewed annually

Reviewed: September 2017

Governor reviewed:

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