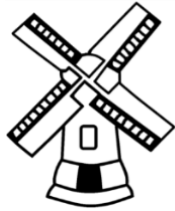


Instow Community Primary and Preschool



SEN Information Report 2023-2024

Date written: _____

Date adopted: _____

Review date: _____

Chair of governors: _____ Date: _____

Headteacher: _____ Date: _____

'Pupils have special educational needs if they have any difficulty in accessing education and if they need any special education provision to be made for them that is additional to or different from what is normally available for other pupils.' (SEN Code of Practice - 2015)

This document provides information about how staff at Instow Primary School and PreSchool support pupils with special educational needs and disability (SEND). We are a mainstream school committed to the inclusion of pupils with a wide range of needs into all aspects of school life.

Please note that changes and developments naturally occur over the school year, so the details contained in the document are correct as of September 2023 and will be reviewed and updated annually.

There are broadly four types of SEN, all of which are catered for at Instow. These are:

<u>Communication and Interaction (C & I)</u> May include: Speech, language and communication needs (SLCN) Autism (ASD/ASC)	<u>Cognition and Learning (C & L)</u> May include: Specific Learning Difficulties (SpLD) such as Dyslexia or Dyscalculia Moderate Learning Difficulties (MLD) Profound, Multiple and Severe Learning Difficulties Working Memory Difficulties
<u>Sensory/ Physical</u> May include: Hearing Impairment (HI) Visual Impairment (VI) Multi Sensory Impairment (MSI) Physical Disability (PD)	<u>Social, Emotional, Mental Health (SEMH)</u> May include: Depression Anxiety Attention Deficit Hyperactivity Disorder (ADHD) Eating Disorders

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

Our school is committed to early identification of SEND and ensuring all pupil's needs are met. At Instow, children are identified as having SEND through a variety of robust processes including the following:

- Close liaison with our Preschool and local nurseries, as well as careful planning for transition
- Concerns raised by parents
- Concerns raised by teaching teams
- If a child is performing significantly below age expected levels in either reading, writing or maths
- Results of termly spelling, reading and maths standardised tests
- Assessments made by outside support agencies such as Educational Psychology (with parental permission)
- Through a paediatric health diagnosis

How will I raise concerns if I need to?

If you ever have any concerns about your child, please do not hesitate to contact your child's class teacher in the first instance or make an appointment to see the Special Educational Needs Co-ordinator (SENDCo), Lesley Turner, by speaking to Maria Williams in the school office.

How will the school support my child? Who will oversee, plan and work with my child and how often?

At Instow, we pride ourselves on inclusive practice and believe that teaching children with SEND is a whole school responsibility. We utilise the expertise of class teachers, the SENDCo, teaching assistants and the Headteacher. Our SENDCo is responsible for overseeing the support each child receives and monitoring the progress of individual pupils on the SEND register. The SENDCo Assistant supports the SENDCo in her role by carrying out the many administration tasks this role demands. The class teacher has the responsibility to oversee, plan and regularly work with children in their class who have additional needs. The school has a team of very experienced Teaching Assistants who may also work with your child individually or within a group setting during different times of the week.

Who will explain this to me?

Every child is given specific targets and these will be shared with you during 'Parents Evenings' or specific 'My Plan' meetings. You will also be contacted directly by your child's class teacher or the SENDCo to give you details of any specific interventions your child may be receiving. If you wish to discuss your child's needs, support and progress, please speak with your child's class teacher in the first instance. In addition, an appointment can be made via the SENDCo Assistant, Maria Williams, to meet with the SENDCo, Lesley Turner.

How are the governors involved and what are their responsibilities?

Verity Wendon is the designated SEND Governor, who meets with the SENDCo termly, to discuss the progress of children with SEND. The SENDCo produces a summary report to share with the Head teacher and other Governors to inform them of current trends, progress and needs for the future.

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation and how will that help my child?

It is the class teacher's responsibility to adapt learning and provide appropriate resources, so that children with SEND can access the curriculum. Adaptation is achieved through the level of challenge set, amount of support provided, the use of additional practical resources, scaffolding a task, the time allowed to complete the task and choice of groupings with other children. In some cases, it is more appropriate to set an alternative task, although teachers will always try to link it to the learning of the child's peers.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

At Instow Primary School and Preschool, we are committed to ensuring that there is effective communication between parents and school. Parents receive a termly break down of their child's achievements in reading, writing and maths and an indication of how their child is performing against national age-related expectations.

Parents are invited to attend two parents evening meetings during the year to discuss their child's progress with their class teacher. However, parents are welcome throughout the year to make additional appointments to meet with their child's class teacher or the school's

SENDCo. For parents of children with more complex needs, parents will be invited to attend termly meetings to review their child's progress, alongside professional agencies and/or medical professionals involved in their child's care. Current targets are reviewed, and new targets are set at each meeting for the coming term as agreed during the meeting.

If your child is on the SEND register, they will have a 'My Plan' which will have individual and/or group targets. This is discussed on a termly basis and parents are given a copy of new targets and outcomes from previously set targets. The targets set are SMART (specific, measurable, achievable, realistic and time scaled) and aim to be achieved by the time the target is reviewed. If your child has complex SEND needs, a request for an EHCP may be recommended (Education, Health and Care Plan), which means that a formal meeting will take place annually to discuss your child's progress and a report will be written and shared with relevant agencies as well as the Devon 0-25 SEN team.

How does the school know how well my child is doing?

Teachers regularly monitor and measure each child's progress through assessments in reading, writing and maths against national expectations and age-related expectations. Progress of every child is tracked termly enabling senior leadership staff to monitor the progress of all our pupils, including those with SEND. Pupil Progress Meetings also take place twice yearly, between class teachers and the headteacher to identify and discuss children that may require further support and how we can achieve accelerated progress in their learning. The SENDCo also tracks children's attainment and reading / spelling ages on the SEND register and where children have been identified as not making expected progress, additional support and/or alternative provision is provided. When the child's targets have been reviewed, comments are made against each target to indicate the extent to which they have been achieved. If a child has not fully achieved a particular target, the reasons for this will be discussed, then the target may be adjusted into smaller steps or a different approach may be adopted to ensure the child makes progress.

What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school?

We believe that every child needs to feel valued, involved and appreciated. We employ a part-time Learning Mentor and Thrive Practitioner to support children's social and emotional well-being, enabling them to engage with life and learning.

Your child's class teacher has overall responsibility for the pastoral, medical and social care of each child in their class. If you should have any concerns surrounding your child's personal wellbeing, please do not hesitate to meet with your child's class teacher in the first instance.

We use a whole school approach to learning about a range of personal, social, health and wellbeing topics, using the online platform Jigsaw. The programme teaches children emotional literacy, social and lifelong skills in an age-appropriate manner. These sessions are timetabled weekly across the school and take place in year groups.

How does the school manage the administration of medicines?

If a child needs to take medication during the school day, it is important to let your child's class teacher and the school office know. A medical administration form will need to be signed, which is available from the school office. All medication is kept safely in your child's classroom. As a school we have regular in-house training and updates of conditions and medication affecting individual children so that all staff can manage medical situations

appropriately. Health care plans will be in place for complex or serious health conditions. The School Nursing Team support us in creating Health Care Plans for more complex health needs. Please refer to the Medical Policy for more details.

A significant number of staff members are first aid trained. Staff are informed of pupils with specific medical or dietary needs.

What support is there for behaviour, avoiding exclusion and increasing attendance?

At Instow, a child's overall wellbeing is of paramount importance - our teaching teams foster close relationships with both children and their families. Given that we are a small school, each and every child is known well by the teaching staff across school and there are designated adults who are responsible for pastoral care and ensuring pupils' wellbeing.

The attendance of every child is monitored daily by the school administrative team. Lateness and absence are recorded and reported to the Headteacher, who may contact parents where there is cause for concern. The school EWO (Education Welfare Officer) is also kept informed and makes regular visits to the school to monitor attendance rates. We seek advice from the Devon Inclusion team and other relevant outside agencies, for children who are persistently absent from school.

How will my child be able to contribute their views?

Every child has the right to express views on matters concerning school life. PSHE lessons regularly take place where pupils can discuss any issues or viewpoints with their class. Assemblies also introduce a range of topics for discussion throughout the week.

If your child has a My Plan or an EHCP, their views will be sought before review meetings.

What specialist services and expertise are available at or accessed by the school?

Our school is committed to promoting effective partnerships with outside agencies, to ensure that adequate support is provided for children with SEND. We are fortunate to be currently receiving additional specialist support from a range of support services:

- Specialist Speech and Language Therapists
- Communication and Interaction Team
- Social, emotional and mental health advisory team
- Occupational Therapists
- Dyslexia Outreach Team
- Early Help
- External support services play an important part in helping the school to identify, assess and make provision for pupils with SEND. Parental consent is always needed if additional outside support is requested. You will be asked to read, contribute to and sign the appropriate referral documentation.

What training have the staff supporting children with SEND had?

Our school is committed to supporting professional development for all staff in SEND. At least termly, we have SEND staff meetings / CPD training sessions which focus on specific areas of SEND training and development. The school's SENDCo holds the 'National Award for SEN' and attends relevant training and network meetings held locally or online. The SENDCo is responsible for supporting and training staff to ensure that the needs of children with SEND are being met effectively. This may mean in-house training or finding appropriate

training courses offered by support agencies. All teaching staff have access to the SEN 100 training online modules, covering all areas of SEND.

We continue to pride ourselves on supporting children with dyslexia, having worked towards the dyslexia friendly school's award a few years ago. Regular updates and refresher training enables all staff to ensure that they are meeting the needs of dyslexic pupils in every class.

Several staff are trained to run 'Funfit' groups (a programme devised to improve a child's co-ordination and underlying postural stability and balance). We have purchased a maths intervention called "Numberstacks" for KS1 and KS2. This year, some staff are accessing specific maths intervention training and others are running specific phonic booster sessions with year 2 children, using the new FFT phonics programme resources (Lightening Squad).

Mental health and wellbeing of our children and staff remains a focus across the school. Children continue to learn about strategies to keep calm, the importance of looking after themselves (Ten a Day) and many other lifelong skills. 'The Daily Mile' continues across the school to help children to see for themselves the benefits of daily exercise.

We work closely with children with the Communication and Interaction team to support children with language difficulties and to provide strategies and resources to achieve this aim. The new 'Consultation' approach is proving to be very supportive and timely.

How will my child be included in activities outside the classroom, including school trips?

As a school we are committed to ensuring that children with SEND can join in with all activities run by school. We aim for all children to be included on school trips if safe to do so and we provide the necessary level of support to ensure this is possible. A risk assessment is carried out before any off-site activity is due to take place, to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to discuss whether any additional arrangements can be made to enable their child to attend the trip or alternative activities, which cover the same curriculum areas, will be provided in school.

How accessible is the school environment?

The school is committed to the inclusion of pupils with a wide range of needs. The school site has been adapted in the Foundation Stage and Class 1 and is now fully wheelchair friendly. We have a designated disabled parking space and an accessible toilet (which provides sufficient space for changing). The school site is very uneven in places and there are several sets of steps, some with handrails to aid mobility, although the top playground has been re-tarmacked this year, providing a more even surface. To support children with visual impairment, all steps and potential hazards are now marked with yellow paint or tape.

How will the school prepare and support my child when joining the school and transferring to a new school?

We aim for a smooth transition when any child joins or transfers to a different school. We liaise closely with staff when receiving and transferring children to different schools, ensuring relevant information is passed on and all needs are discussed and understood. When a child joins the school, there is contact with the previous school and support services in order to continue the child's provision, with as little disruption as possible.

We encourage all new children to visit the school prior to starting. For a child with SEND, we would encourage additional visits to aid familiarisation of new surroundings, where current

guidance permits this. The SENDCo would also visit the child in their current school. If a particular child finds transition difficult, then social stories are used, and extra transition support is put in place. If a child leaves the school, transfer information is available to a child's new school at the time of transfer.

SEND pupil transfer information from the Preschool is received in the second half of the summer term to assist planning for individual needs. Liaison meetings take place with Preschool staff and with SENDCos from local secondary schools. Copies of SEND files for individual pupils are transferred securely.

When children are preparing to leave us to go to secondary school, we arrange additional visits for children with SEND wherever possible. Our local secondary feeder schools, also run programmes specifically tailored to aid transition for SEND pupils. SEND pupil transfer information to secondary schools is sent in the second half of the summer term to assist with planning. Liaison meetings take place between SENDCOs from both primary and secondary schools and Yr6 and Yr7 teachers.

If your child has complex needs, then an EHCP review will be used as a transition meeting when your child is in Year 5.

How are the school's resources allocated and matched to children's SEND needs?

Our school is committed, with the funds available, to ensuring that appropriate resources and support are available for pupils with SEND. We have a team of teaching assistants who are funded from the SEND budget and deliver programmes designed to meet children's needs. The school budget and resources are allocated on a needs basis. The children who have the most complex needs are given the most support, which may involve some 1:1 support from a teaching assistant. If a parent feels that their child needs a particular form of support, then there is the opportunity to discuss this with the SENDCo.

How is the decision made about what type and how much support my child will receive?

The class teacher, in partnership with the SENDCo and parents, will discuss a child's needs and what type of support would be appropriate. Certain children will require varying levels of support to bridge the gap to achieve age expected levels.

How do we know if it has had an impact?

The school uses a variety of sources to evaluate the impact of provision that children on the SEND register have received. We know if provision has had impact by:

- Monitoring progress on our School Tracking Documents
- Reviewing outcomes on a child's 'My Plan'
- Using reading and spelling standardised scores and teacher assessments in reading, writing and maths to monitor termly progress
- Teachers and teaching assistants monitor the effectiveness of interventions pupils receive
- Considering any verbal feedback received from teachers, parents and children

In consultation with parents, a child may be removed from the SEND register when they have made sufficient progress.

Who can I contact for further information?

1. In the first instance, contact your child's class teacher to share your concerns.
2. Arrange to meet Lesley Turner (SENDCo) through the SENDCo Assistant, Maria Williams based in the school office.
3. Look at the SEND policy on our website.
4. Contact 'Devon Information Advice and Support' for impartial advice and information about special educational needs and disabilities (SEND) – see link below:

<https://devonias.org.uk>

Who should I contact if I am considering whether my child should join the school?

The school provides for children with a wide range of SEND. Contact Maria Williams in the school office to arrange a meeting with the SENDCo (Lesley Turner). She will gladly discuss how the school can meet your child's needs. Places for children with or without SEND are allocated in line with the school admissions policy.

Where can I get further information about services for my child/young person?

From September 2014 all local authorities have published a 'Local Offer' which contains information about services they expect to be available for children and young people with special educational needs (SEND) and /or disabilities aged 0-25 years. Click on the web link below to view Devon's 'Local Offer':

<https://www.devon.gov.uk/education-and-families/send-local-offer/>