

WS SEND Information Report 2018/19

Kinds of Special Educational Needs and Disabilities in our school

Our school currently provides additional and / or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Autism, Selective Mutism, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,

The SENDco, teacher and teaching assistants provide support for all pupils across the four areas of need as laid out in the SEND Code of Practice 2014

Identifying pupils with SEND and addressing their needs

We will assess each pupil's current skills and levels of attainment settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap


This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

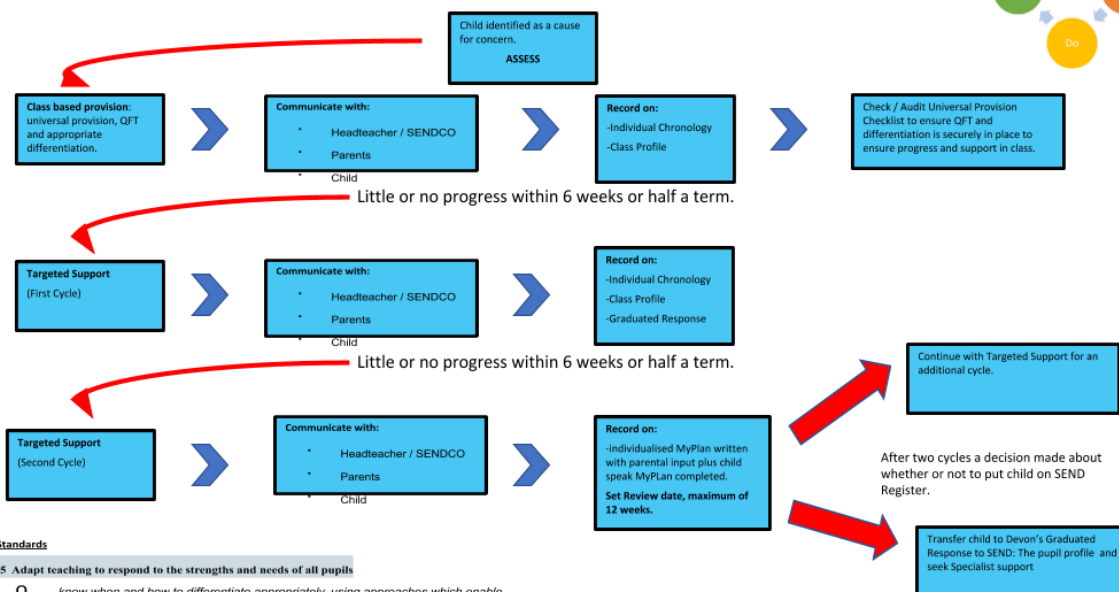
When deciding whether special educational provision is required we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Please see our pathway for identifying children with SEND. (Please ask a classteacher or SENDCO if you have any questions about the pathway of support).

Vision: Leave no stone unturned in finding ways to meet each child's individual needs. 

Planning Provision for Children – Pathway of Support.



Teacher's Standards

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

SEND Code of Practice

High quality provision to meet the needs of children and young people with SEN 1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Consulting and involving parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Arrangements for assessing and reviewing pupils' progress throughout the year

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Provision may also include:

- Small group interventions
- Guided sessions within class with the teacher and teaching assistants
- Personalised provision through resources and adapted activities
- We utilise the graduated response tools to support the provision for teaching children with SEN

How adaptations are made to the curriculum and environment to support SEND pupils and to provide additional support for learning

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptations to the environment and curriculum:

- Children work in mixed ability groups;
- A wide range of resources are accessible to children;
- Independent learning is scaffolded / differentiated;
- Texts are chosen to ensure appropriateness for the learners;
- Teaching assistants support learners when necessary;
- Activities and resources are differentiated;
- ICT is used where there may be an additional need
- Displays may be adapted for visual impairments;

Securing equipment and facilities

Explain your school's approach here. You should describe the process for securing equipment and facilities to support pupils with SEN.

Should any additional equipment or facilities/services be required the Head Teacher/Senco work together to secure this where necessary working with outside agencies and services such as OT support.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions through entry and exit assessments where appropriate
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps via class profiles to measure progress
- Implementing My plans when appropriate

- Holding termly reviews for pupils with statements of SEN or EHC plans

Support that is available for improving the social, emotional and mental health of pupils with SEND

The mental health of the children in our school is of the utmost importance; it is imperative that they are happy, confident, self-aware and comfortable in their surroundings in order to learn effectively and reach their potential.

Pupils are supported by:

- Being involved in many areas of the school community, such as the School Council
- Timid to Tiger – support for parents
- Raising awareness of Mental Health through 10 a day.
- CAMHS support for individual cases
- Attachment Based Mentoring for identified pupils
- Early Help My Plans for individual pupils & their families
- Extra transition for identified pupils

Advisory services accessed by our school

Where appropriate the support of advisory services and outside agencies will be sought in order to gain a better understanding of a child's needs and how best to support these needs. A My Plan may be put in place & subsequently an Education Health Care Plan (EHCP) may be sought.

Expertise and training of staff

The Headteacher is the SENDCO with 10 years' experience of leading SEND as the Headteacher

We have a Reading Recovery, Numbers Count and Literacy Difficulties Teacher

We also have a lead for EH4MH within school.

We have LSA expertise in supporting children with ASC and physical difficulties.

We have a strong team of teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Timid to Tiger, Lego Therapy, EH4MH, Attachment Awareness, Speech, Language and communication needs, Makaton, Talk Boost

We use specialist staff for music, maths – Numbers Count, ABM, Reading – Reading Recovery, reading & writing difficulties (dyslexia specialist teacher), Art, Spanish and PE

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

By liaising closely with parents, Early Help and partner agencies, we are proactive & supportive in signposting & supporting parents accessibility to services for the child and the whole family. See list of useful services for families below:

<p>WORRIED ABOUT A CHILD'S SAFETY? If you are concerned about a child or young person and want to speak to someone contact Devon's Multi-Agency Safeguarding Hub (MASH) If a child is at immediate risk contact the police on 999.</p>	<p>0345 155 1071 or email mashsecure@devon.gov.uk and give as much information as you can.</p>
<p>SEN 0-25 team Exeter</p>	<p>01392 380434</p>
<p>Healthcare services Various teams for specific needs eg Speech & Language, Occupational Therapy</p>	<p>http://devon.integratedchildrensservices.co.uk/directory/</p>
<p>Autism Spectrum Assessment Team Integrated Children's Services Single Point of Access Team</p>	<p>e: vcl.devonspa@nhs.net t: 0330 0245 321</p>
<p>Behaviour & Mental Health Resources: HAPPY MAPS website YOUNG MINDS for any adult with concerns about the mental health of a child or young person). National charity committed to improving the mental health of all babies, children and young people. Provides information for both parents and young people. MIND also has advice if you are parenting with a mental health problem CAMHS Child Adolescent Mental Health Team</p>	<p>www.happymaps.co.uk Young Minds Parents Helpline: 0808 802 5544 youngminds.org.uk CAMHS Barnstaple t: 0330 024 5321</p>

<p>Domestic Abuse Support: <i>In Emergency Ring 999</i> SPLITZ Devon based helpline & self referrals National Helpline</p>	<p><i>admin@splitzdevon.org</i> SPLITZ:03451551075 National Helpline 08082000247</p>
<p>DIAS Devon Information Advice Service For parents</p>	<p>Phone: 01392 383080</p>
<p>Devon Parent Carers Voice A charity run by parents carers, for parent carers of children or young people aged 0-25 with additional needs</p>	<p>07975 506069 or 07794 233249 email: <i>mail@dpcv.org.uk</i> www.dpcv.org.uk</p>
<p>Quids for Kids (Q4K) – This service is funded by Devon County Council and delivered by the Citizens Advice Bureau.</p>	<p>0300 5000 404</p>
<p>PINPOINT website Lists all different sorts of support available for families</p>	<p>https://services.pinpointdevon.co.uk</p>
<p>YOUNG CARERS (Carewise) Supports & works with children who look after or support relatives with care needs. Family Support Worker & free activities & trips for the Young Carer.</p>	<p><i>enquiries@carewise.org.uk</i> t 01237 479380</p>
<p>SIGNPOST PLUS Information Service for families of children with additional needs in Devon (used to be called DISC plus). Can help with funding equipment etc</p>	<p><i>devon.integratedchildrensservices.co.uk/signpostplus/</i> Amanda Smithson is our local Information Coordinator</p>
<p>EARLY HELP When one person in your family has a problem it often affects everyone else too. You may be worrying about someone’s physical or mental health, a disability or special need, being a carer, domestic abuse, alcohol or drug misuse, harmful behaviour or involvement in crime. It could be your child, a young person or another adult, but if the whole family is supported as soon as possible to help cope with their difficulties it’s more likely that things will improve and everyone will be happier. You can ask for an Early Help Assessment yourself, or someone your family is already in contact with such as a teacher, a health visitor, your GP or a support worker may suggest one for</p>	<p>www.pinpointdevon.co.uk www.devonchildrenandfamiliespartnership.org.uk/early-help</p> <ul style="list-style-type: none"> • Call our Customer Service Centre on 0345 155 1015. They are open Monday to Friday 8am–8pm and Saturdays 9am–1pm <i>rightforchildren@devon.gov.uk</i>

<p>you. A Lead Practitioner will coordinate a Team around the Family Meeting with you to do an Assessment. Completing one is a bit like writing a 'to-do' list and putting a plan in place to achieve it.</p>	
<p>CHILDLINE Free 24-hour helpline for children and young people in the UK.</p>	<p>0800 1111 childline.org.uk</p>
<p>NSPCC helpline (children and young people): 0800 1111 Specialises in child protection and the prevention of cruelty to children.</p>	<p>help@nspcc.org.uk nspcc.org.uk</p>
<p>Parenting and Family Support- Family Lives (formerly Parentline Plus) Helpline: Support to anyone parenting a child</p>	<p>0808 800 2222 familylives.org.uk</p>
<p>SAMARATINS Emotional support for anyone feeling down, experiencing distress or struggling to cope.</p>	<p>116 123 (freephone)</p>
<p>BEREAVEMENT SUPPORT FAMILIES IN GRIEF (google Families in Grief) WINSTONS WISH</p>	<p>FIG at Bideford 01237 479027 www.winstonswish.org.uk/ 08088 020021</p>

Contact details for raising concerns

Headteacher: Mrs Gail Holmes
SENDCo: Mrs Gail Holmes
Telephone: 01271870551
Email: woolacombe.sch@alumnismat.org

The Local Authority Offer

A link to the local authority local offer can be found on the school website in the SEND section
www.devon.gov.uk/send