



SEND Information report 2023

Our school Vision	<p>“Woolacombe School is a mainstream school that believes everyone has the right to be educated and to be part of our school community. We are committed to the promotion of equality and diversity. In so doing, we realise the valuable contribution that all members of the school community can make to our school.</p> <p>In recent years approximately 17% of children within our school have been deemed to have a special educational need or disability of one kind or another. Children have a special educational need if they have a learning difficulty, which requires additional or specific provision to be put in place for them.”</p>
SENDCo	Mrs Rebecca Thomson
What kinds of needs are provided for?	<p>Our school currently provides additional and/or different provision for a range of needs including:</p> <ul style="list-style-type: none">• Communication and interaction- including autistic spectrum conditions and speech and language needs• 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/hearing impairment, sensory processing difficulties and dyspraxia <p>The SENDCo, teachers and teaching assistants provide support for pupils across all four areas of need as laid out in the SEND code of practice 2014.</p>
How are the needs of children identified?	<p>We follow a graduated approach to identifying children with SEND.</p> <p>If a teacher has a concern about a child (based on classroom observation and/or attainment and progress) they will complete a graduated response form and this will be discussed with the SENDCo and they will be added to the <i>cause for concern</i> list. A 6 week period of support will follow, be it intervention, additional support/provision or just monitoring and following this, the SEND needs of the child will be reconsidered. If it is deemed that a need no longer exists they will be removed from this list, however if a concern still remains, repeat a second 6 week period of support and monitoring. If,</p>

	<p>following this, a need still exists, they are then added to the SEND register and will continue to work through the assess, plan, do, review cycle.</p>
<p>What are our arrangements for consulting with parents? How are they involved in their child's education?</p>	<p>The role of parents and carers is very important and we seek to support the partnership between school and home. Parents are encouraged to become involved, or are included in their child's learning, in the following ways:</p> <ul style="list-style-type: none"> • Learning that is sent home • Regularly meeting with the class teacher and SENDCo where appropriate, but with the expectation they will meet with the SENDCo at least annually. • Consultation with parents regarding targets and next steps for their child • Attendance at, and contributions to, review meetings about their child's learning • Volunteering to support learning and activities within school, on school trips and through extra curricular activities • An annual report is provided on each child's progress as well as two consultation meetings each year
<p>How is the child involved in their own education?</p>	<p>The voice of the child is central to what we offer and children have termly supervision sessions with the SENDCo to discuss the targets written into their myplan. Minutes of this are recorded in their SEND pupil record.</p>
<p>What are our arrangements for assessing and reviewing progress and attainment for children with SEND?</p>	<p>We assess each pupil's current and level of attainment. Class teachers will make regular assessment of progress and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly lower 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 <p>This may include progress in areas other than attainment, such as social needs.</p> <p>Slow progress and low attainment will not automatically mean a child is recorded as having SEN.</p> <p>When deciding if special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the parents and child.</p> <p>We will use this to determine the support that is required and whether we can provide it by adapting our core offer, or whether something additional or different is needed.</p>

<p>How do we support children with joining and leaving our school?</p>	<p>A change of school, class and staff can be an exciting, yet anxious time for all children. We recognise that this can be very challenging for some children with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to children and families</p> <p>Advanced planning for children in Year 5 is essential to allow appropriate options to be considered.</p> <p>The SENDCO will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer.</p> <p>When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.</p> <p>Transition links will be made between Pre-school settings, Foundation Stage and Key Stage 1, 2 and KS3 schools to ensure the smooth transition for children with special educational needs and the appropriate planning for their needs.</p> <p>Advice on specialist provision will be sought, as necessary, from special schools.</p>
<p>What are our approaches to teaching children with SEND?</p>	<p>High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something additional to or different from what is provided for the majority of children. This is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.</p> <p>For the majority of children with SEND needs, an in class, inclusive approach is used. SEND children are integrated into the classroom and learning is adapted and scaffolded to meet their needs. Only in very few cases (such as very high needs children and those with an EHCP) are children removed from the classroom and given an individualized curriculum.</p> <p>All children are provided with a range of teacher strategies and approaches based on a full understanding of their needs and where possible their preferences, to maximise their engagement with learning.</p> <p>Where it is appropriate, children have access to a range of interventions to support all of the 4 areas of SEND. These include for example, talk boost, toe by toe, write dance and fun fit.</p>

<p>How are adaptations made to the curriculum and the environment for children with SEND?</p>	<p>Every child at Woolacombe School will access high quality teaching which takes account of pupil's differing needs. We are proud of our creative curriculum throughout the school which allows children to learn in a variety of ways, become independent learners, thrive in areas of strength and gain confidence in areas they need to develop. Where appropriate, the curriculum will be adapted and reasonable adjustments will be made to meet the range of special educational needs and disabilities in our school. Where children are in need of additional support, this will be provided within the classroom setting to allow for full inclusion. It may also be given through small group sessions in addition to their usual classroom provision. Teachers and teaching assistants will provide a tailored and personalised approach in line with a child's EHCP (Education, Health and Care Plan) or 'My Plan'. As a school we will endeavour to secure the special educational provision required by the child.</p>
<p>What is our staff expertise and training for staff?</p>	<p>Our school currently has approximately 20 staff covering a range of roles. All staff are appropriately qualified (or undergoing training) to fulfil their designated duties, with a majority having experience in supporting children with SEND.</p> <p>Staff training and development is given high priority across the whole school. All staff receive regular training in:</p> <ul style="list-style-type: none"> • Safeguarding & Child Protection related issues (including PREVENT & CSE) • Health & Safety related issues <p>All pupil contact staff have/will receive training in:</p> <ul style="list-style-type: none"> • Mental health training such as normal magic, emotional logic and attachment based mentoring • PIPs (de-escalation / safe low-level physical intervention). <p>In addition, all Teaching & Learning staff receive regular training in the latest:</p> <ul style="list-style-type: none"> • Curriculum developments / requirements • Assessment and progress tracking methodologies. <p>The SENDCo will complete the National Award for SEN Co-ordination. The SENDCo will also attend regular SEND specific training such as dyslexia support and assessment.</p> <p>The SENDCO attends regular SEND Hub meetings to share best practice and discuss specific needs,</p> <p>In addition to the above, a range of ongoing training is provided according to need / designation (i.e. safeguarding, H&S, first aid, role specific skills, systems, etc.).</p> <p>The training and development needs of all staff are</p>

	<p>regularly reviewed, including as part of their annual appraisal. Professional development also occurs through peer support and guidance, and professional dialogue with colleagues looking at meeting the specific needs of an individual child. External trainers may be brought in to address more specialist training needs such as dealing with specific medical conditions or disabilities, or to train staff in the use of specific interventions.</p> <p>The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of children with SEND. All staff have regular CPD meetings. The progress of all children, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual children's needs as necessary. Teaching assistants are engaged in ongoing training. External trainers are brought in periodically to address more specialist training needs such as dealing with specific conditions (e.g. epilepsy, deaf awareness,) or to train staff in the use of specific interventions.</p> <p>Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a child.</p>
How do we evaluate provision for children with SEND?	<p>As part of our graduated approach, the provision for all SEND children is regularly evaluated and adapted.</p> <p>The SENDCo is responsible for termly learning walks to evaluate the universal and targeted provision in the classroom. This is fed back to staff in termly SEND staff meetings.</p> <p>As well as this, annual MAT SEND audits will take place with the SEND lead from the trust.</p>
How do we promote inclusion in trips and extracurricular activities for children with SEND?	<p>School trips are an important part of a child's education we make every effort to provide these opportunities to every child in our school. Where necessary we will seek support of parents or other appropriate adults to support children with SEND to take a full and active part in school trips, as well as extra curricular activities. Arrangements will be made to ensure all children can fully contribute to every aspect of school life.</p>
How do we support SEMH needs? How do we offer pastoral support?	<p>Children's emotional wellbeing is vital to great learning in the classroom. All staff at our school work hard to support the wellbeing of every child through our '10 a day' School Philosophy to support mental Health and wellbeing. We also ensure we develop caring and honest relationships with all children and ensure there are opportunities for children to talk to adults for support. Our staff are</p>

	available every day to support parents in helping their children at school. The SENDCo will, where appropriate, share information with staff to ensure a holistic approach for children and parents.
How do we involve external agencies?	<p>Our children have access to the following external services on a needs led referral basis:</p> <ul style="list-style-type: none"> • Speech and Language Therapist • SEMH specialist support • Educational Psychologist • School Nurse • Social Worker (for CP Plan, CiN or CiC where allocated) • CAMHS • Occupational Therapy • Communication and Interaction team support • Physiotherapy • External providers such as Futures Farm and Barnstone Farm <p>Should any other specialist service be required a referral will be made via the SENDCo.</p> <p>Any equipment / facilities required will be provided wherever possible from the school budget; where not possible assistance will be formally requested from the LA.</p>
What is our complaints procedure?	<p>Concerns should first be raised with either the class teacher, SENDCo or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.</p> <p>If you are unhappy or have concerns about the School or a person associated with the School then you may wish to make a complaint, in the first instance complaints should be addressed to the Headteacher, Mrs Gail Holmes.</p> <p>Contact details:</p> <p>E-mail: woolacombe.sch@alumnismat.org Telephone: 01271 870551</p>
<p>This report was compiled on 25/07/23</p> <p>The SEND report is due for review September 2024</p> <p>For any information around Devon's Local Offer please refer to:</p> <p>https://new.devon.gov.uk/educationandfamilies/specialeducational-needs-and-disability-send-local-offer</p>	