

Ide Primary School SEND Information

Report 2022 - 2023

Welcome and Introduction

Welcome to our SEND information report which is part of the Devon Local Offer for learners with Special Educational Needs and Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

Ide Primary School is a mainstream primary school. As a school we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in peer teaching and coaching.

At Ide Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback, so please do contact us. The best people to contact this year are:

Name of SEND Governor: Margaret Parkes

Name of SENDCO: Sandy Chenore
01392 259964 schenore@ide.devon.sch.uk

Name of Head teacher: Alice Purcell

If you have specific questions about the Devon Local Offer please look at the Local Offer website:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-anddisability-send-local-offer>

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Ide Primary School we aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

If a student has SEND, then their needs will fit into one or more of these categories.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

At Ide Primary School, we recognise that children make progress at different rates and not always in a steady linear pattern. Learners may not make expected progress, or attain in line with national expectations, for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may have limited experience of the English language or they may be worried about different things that distract them from learning. As a school we are committed to ensuring

that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Ide Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Devon County Council, which are described on the Local Offer website - www.devon.gov.uk/send

Ide Primary School also has access to some of the following services:

Educational Psychologist
Speech Therapist
Occupational Therapist
Specialist teachers from the Babcock LDP SEND support services
CAMHS

We also employ Learning Support Assistants (LSAs) who support across year groups and deliver the interventions in the provision maps.

If a pupil is identified as having SEND then their name will be added to the SEND register, they will be identified as SEND Support, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

If you think your child may have SEND your main point of contact at school should always be your child's class teacher. You can start by contacting the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, such as the SENDCO or head teacher, the class teacher will be able to help you arrange this.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Parents/carers are always welcome to make an appointment to meet with the class teacher, and discuss how their child is progressing.

Parents/carers can contact staff members through the class email addresses, through the school office admin@ide.devon.sch.co.uk, or by phoning 01392 259964.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We are also part of moderation groups within Exeter Learning Academy Trust.

Planned arrangements for communicating between school and home include:

- Some pupils have a home/school communication book, which travels between home and school every day so that comments from parents/carers and teachers or TAs can be shared and responded to as needed
- The whole school has two parents evenings each year where progress is discussed. Some pupils with SEND have further appointments with teachers through the year if needed.
- Each child in the school has one full report across all curriculum areas. These are sent home to parents/carers in the summer term and provide a basis for discussion about progress across the curriculum.
- If your child is part of a Right For Children, multi-agency plan, there are requirements for at least one progress/review meeting each term, organised by the SENDCO or head teacher and attended by parents/carers, teachers and outside agencies involved in the student's education.
- If your child has an Education, Health and Care Plan (EHCP) there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO and attended by parents/carers, teachers and outside agencies involved in the student's education.

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year.

The whole school system at Ide Primary School includes:

- Data collection termly, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and subject leaders can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed at least every term, which might include informal testing. These programmes are reviewed by the SENDCO and class teachers, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed annually. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Senior leaders ensure the quality of teaching and learning for all pupils. Information is gathered from lesson observations, planning, pupil work books, learning walks and, most importantly, discussions with children.
- Senior leaders are responsible for whole school data and track the school's progress against national standards. This provides guidance for the SENDCO and class teachers when planning additional support for pupils.
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How will the school staff support my child?

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

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Ide Primary School are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Tablets, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Ide Primary School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. The SENDCO reports to the governors termly, through a section in the Head teacher's report, to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times. Two governors are responsible for SEND. The 'SEND link governors' also report to the governing committees, to keep all the governors informed.

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

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. It is our aim to ensure pupils are given support most appropriate to their needs.

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENDCO consults with senior leadership team, as well as with support staff, to discuss the pupils' needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

Ide Primary School receives funding directly to the school from the Local Authority to support the needs of learners with an EHCP. The school may also receive funding from the Local Authority which is distributed as 'top up' (Element 3) funding for learners who require extra support that exceeds that available to the school.

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

All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We are committed to making reasonable adjustments to ensure participation for all, and will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from other professionals, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All staff at Ide Primary School have training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

What support will there be for my child’s overall well-being?

We have a two THRIVE practitioners who have been trained in the THRIVE approach and intervention and are registered THRIVE practitioners. The Thrive Approach draws on insights from these fields of neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning. The THRIVE practitioners arrange this provision and class teachers can request this support for their pupils, when they consider it to be suitable. The areas of emotional difficulties that THRIVE practitioners provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

The school also has a Family Support Co-ordinator who provides support to children and their families for a wide range of well-being needs.

Students who struggle with social situations are provided with playground support during lunchtimes and break times, where they are supported by LSA’s to manage unstructured social time.

If a pupil is unwell during the school day, and is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, the designated First Aiders will attend urgently, or may call for an ambulance if the student requires hospitalisation. Members of staff are trained annually on administering Epi-Pens for anaphylactic shock and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year. For a more detailed overview of these arrangements see the schools’ Supporting Students with Medical Conditions and for the Administration of Medicine.

How will my child be able to contribute their views?

Pupils’ views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active school learning team, where pupils are elected each year to represent their peers. The school learning team is consulted on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- The school learning team regularly form a part of the school’s interview process for new members of staff.

- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- Pupils leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop pupil experiences.
- The Art Council and Eco Council groups, which are made up of pupil representatives, meet regularly to explore different approaches to learning across the school and to plan ways of improving students' learning and experiences at school.
- If a pupil takes part in an intervention programme, then they will reflect at the end of each session as well as contribute their views to the half-termly review of progress.
- If your child is part of a Right For Children Plan, or has an EHCP, their views will be sought before any review meetings.

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

What training have the staff supporting SEND had or what training are they having?

The SENDCO (Sandy Chenore) is fully qualified with a master's degree from Exeter University in SEND, and liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychology Service
- Babcock LDP Service : Specialist Teacher Advisors – visual impairment, hearing impairment, physical disabilities, communication and language, SEND team

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCO or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially the Exeter Consortium and our Dawlish Learning Partners, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- Staff at the school are trained in teaching and working with visually and hearing-impaired pupils where necessary, for example when a visually impaired child moves into the class.
- Members of staff are trained in the PIPS (Passive Intervention and Prevention Strategies) behaviour management approach so they are skilled in dealing with challenging behavioural situations effectively without the need for physical intervention.

How accessible is the school both indoors and outdoors?

The main building is all on one level with ramped access to the rear. The school may be approached from an inclined path at the front. All 5 classrooms are easily accessible for wheelchair users. One disabled toilet is available. There is a disabled parking bay at the rear of the school. A Sound Field System is available to support hearing impaired children and a microphone system is used in the hall during assemblies. Steps, uneven surfaces, hand rails and room thresholds in the main classroom of the visually impaired child are painted in high visibility paint. The school provides ICT access for pupils with motor skills difficulties through the use of tablets and laptops with dictation software. Children who have motor skill and sensory difficulties have access to wedge cushions, sloping boards, pencil grips. Additional support at break times and lunchtimes is provided for pupils who struggle during these unstructured times. Classes have visual timetables – whole class and individual, and children have access to individual work stations if they need a more focused working area. Children work with LSA's on Social Stories and Comic Strip conversations to support them with learning routines, managing behaviours and transitions. Please refer to the school's Accessibility Plan for more detail.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Ide Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the Spring term of their Year 6, once a secondary placement has been allocated, to ensure time for planning and preparation. Where it is felt it would be of benefit to the pupils, extra transition visits will be arranged so pupils can familiarise themselves with their new educational setting.

The SENDCO from Ide Primary School will be an integral part of the transition process, communicating and receiving information related to the SEND support and other needs of the pupil in detail to, and from, the SENDCO of the feeder or receiving school.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

Ide Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

A parent/carer's first point of contact should be the child's tutor to share concerns. Parents/carers can also arrange to meet the SENDCO (Sandy Chenore) or 01392 824340. Additionally, the school liaises with and can refer parents/carers to the many agencies for information and support. A comprehensive list of advice and support services can also be found on the Devon Local Offer website: www.devon.gov.uk/send

An annual report will be sent out to all parents, and two Family Learning Conferences will also provide opportunity to inform on the child's progress. Children, parents/carers and their teaching and support staff will be directly involved in the process of implementing SEND support. Children and families supported through the Right for Children Plan will be invited to review meetings at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Useful links

Devon County Council SEND: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-anddisability-send-local-offer>

Department for Education: <https://www.gov.uk/government/organisations/department-for-education>

IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

Devon Information and Advice & Support for SEND (Formerly Parent Partnership): www.devonias.org.uk