

Bishops Nympton Primary School - SEN Information Report 2014/2015

1. What type of school is Bishops Nympton and what special educational needs does it cater for?

Bishops Nympton school is a small, village primary school. We aim to be an inclusive school and provide for children with special educational needs (SEN) and disabilities within our mainstream setting.

Bishops Nympton school has a graduated response to SEN, aiming to identify needs early and put into place support that ensures the child makes the best possible progress.

The needs of our children can best be described as falling into one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. How does the school identify pupils needing additional support?

The Senior leadership team of the school closely monitors the progress of all children in the school on a termly basis. The school tracks children's progress according to the National Curriculum expectations, and also uses standard assessments, as well as information from parents and previous settings, to identify particular areas of need.

Where children are identified as needing support to make progress, meetings are held with staff to discuss the support that may be required. Regular meetings with parents are used to draw up a plan of action to shape the support put into place.

Some children may require a short period of intervention, whilst others may have longer term support to ensure their needs are met. The progress of children receiving support is regularly monitored to ensure that they are making good progress and any changes necessary can then be discussed and agreed with parents.

The school has a good relationship with many other agencies and professionals and in some circumstances may seek additional assessments and advice for children with SEN.

This can be from professionals such as the educational psychologist, behaviour advisory teacher or speech and language therapist. All discussions include parents and advice is then used to support children within the classroom.

3. How does the school evaluate the effectiveness of its provision for pupils with SEN?

The Head and SENCO closely monitor the progress of children with SEN through either the Individual Education programme (IEP) system, or the Devon Assessment Framework (DAF) which is used for those children requiring support from external agencies. These are written and reviewed regularly to ensure that children are making progress with the appropriate support needed.

The school also completes an annual audit for SEN, to evaluate where support has been provided and how effective this has been in enabling children to make expected educational progress.

As part of our work we:

- Use a range of systems for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

At parents' evenings teachers will discuss progress with parents and review how support is helping them to achieve this. These discussions will largely be reflected through the IEP process and sometimes a home/school book is introduced to continue this contact. Some children may require a more detailed "My Plan", agreed with parents and other professionals in Team around the Child meetings (TAC meetings). These are reviewed regularly with all those involved to ensure that the child is making the best progress possible.

Children with an Education, Health and Care plan (EHCP), or a statement, will have an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children.

What is the school's approach to teaching pupils with special educational needs?

In school we aim to include every child in as much learning as possible alongside their peers in the mainstream classroom. To enable this to work we provide a range of additional support, such as resources and Teaching assistants (TA) to support children with SEN.

We recognise that some children may need additional or different provision for varying amounts of their timetable, therefore Teaching assistants may be used to put intervention plans into place or ensure that the curriculum is adapted to meet the needs of individual children.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

Each teacher differentiates their lessons to suit the range of abilities and needs within their classroom. The teacher will share their planning with any TA's that are working with groups or children with SEN and ensure that any extra or different resources are available. Any specific strategies needed are explained to TA's and training given if needed.

Some of the ways in which we adapt our learning environment for pupils with special educational needs are:

Visual timetable

Coloured paper/ coloured overlays

Low ability- high interest reading books

Ability to access equipment

Wheelchair access to all parts of school

Ensuring after school provision is able to be accessed by all

What additional support for learning is available to pupils with special educational needs?

Teachers encourage children to learn in a variety of ways, where possible children with SEN will be given the opportunity to work in a practical way.

Where gaps have been identified, children will be able to work in groups on specific areas.

This may be short term intervention or longer term, where children follow a specific programme.

Depending on the level of need, children may work in small groups or on a one-to-one with either a TA or a teacher.

The school is able to call upon a number of outside agencies, with parental permission, to ask for assessment and guidance. Using these plans and recommendations, TA's can work with children to support their progress.

These agencies include:

Educational Psychology Service

Devon Parent Partnership

SALT (Speech and Language Therapy)

SWFS (South West Family Support)

Targeted Family workers

Communication and Interaction Team

Social care services

Integrated Children's services

School Nurse

Occupational Therapy

CAMHS (Children and Adolescent Mental Health Service)

How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

All children with SEN are part of a mainstream class, including those who work with TA's on a one to one basis. This ensures that there are opportunities for all children to be involved in outings, residential trips and after school clubs. Any alterations that are required will be taken into account during planning to ensure individual needs are met.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

We recognise that some children have extra emotional and social needs that may need specific intervention to ensure that they are able to fulfil their potential. These needs can be shown in a number of ways, such as: behavioural difficulties, anxiousness and struggling to communicate effectively.

All classes follow a structured PSHE curriculum, allowing time to discuss issues as they arise alongside areas such as keeping safe, who to trust, friendship and anti-bullying.

Sometimes a 'designated person' is used to enable the child to have someone they are able to talk whenever the need arises.

Thrive groups are used to help children settle into the school day and be given extra opportunities to understand feelings and develop good relationships.

If a child needs further support, with parental permission, the DAF process will be started to gain the extra support needed.

4 Who can you contact to discuss concerns in relation to SEN?

Teachers are available at the beginning and end of the day to talk to parents about any concerns. Appointments can also be made if a longer discussion is required.

Claire Partridge is our Special Educational Needs Coordinator (SENCO) and can be contacted via the teacher or school office to discuss any concerns in relation to SEN.

Alternatively; you can speak to the Head of Teaching and Learning who will pass on any information.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All teachers are teachers of children with special educational needs, therefore we aim to provide continuous training and support so that all staff are equipped to deal with a diverse range of needs.

On a day to day basis, teachers have access to the SENCO, who has achieved the National Award in Special Educational Needs Coordination, for guidance or support with putting new strategies into place. We also have the opportunity to obtain training and guidance from outside agencies, along with outreach support from local specialist schools.

The school has a number of TA's trained in specific interventions, such as Counting to calculating, Thrive, positive handling and reading recovery. These are used widely across all age ranges.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

School Accessibility Planning

How accessible is our school both indoors and outdoors?

It is our aim to enable full access to our learning experience, our curriculum and our school learning environment.

Physical Access and Site

Much of our building has restricted access due to the Victorian build. There is some level access but there are many steps and narrow or non-standard doorways. Hall access is stepped and some emergency exits need to be ramped. There is wheelchair access to most of our buildings and there are disabled toilet facilities.

Access to Learning

We do not yet have hearing / induction loop systems fitted but teachers routinely will use visual aids within the class settings. New curriculum review is underway to enable access for all.

We aim to:

- Make appropriate use of the resources in our budgets to support children and young people with additional needs
- Use our endeavours to make sure that a child with SEN gets the support they need
- Carry out our duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (DAF 2a, 3) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Appropriately use external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

Targets for 14-15

Improve accessibility to the curriculum and the learning environment

- Improve hall, entrances and field access
- Review curriculum for less able
- Review access to the curriculum for EAL pupils
- Review equality of access on grounds of gender

7 What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

We will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the child and their parent / carer

8 What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

Teachers set targets with all children; this enables discussions to be had with everyone including those with SEN. The children are encouraged to come up with their own targets based on their experience of previous work. Those children who are able to give their own ideas on what support they need are encouraged to do so. Where possible this information

is then taken into consideration when planning for their needs.

Once a year the school encourages children to complete a child's questionnaire, to obtain their views on school life. Children with SEN are given the opportunity to work with an adult or another child to complete this process successfully.

During the DAF process, the child and family are encouraged to share their views, ensuring that the child's voice is heard.

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.

The first point of contact for parents will be the class teacher. After this a parent should go to the head of teaching and learning or direct to the SENCO. Beyond this please contact the head teacher. There is also a formal complaints process that the head teacher can explain to you.

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.

We will:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

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.

The school SENCO will advise you and signpost a range of support structures throughout the SEN process.

12 What are 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.

At times of transition to other schools additional meetings and support plans are put into place for children and their families, as early as is possible. Where extra transition days are appropriate these can be arranged.

13 Information on where the local authority's local offer is published.

Details of Devon's local offer can be found as follows:

Website: <https://new.devon.gov.uk/send/>

e-mail: customer@devon.gov.uk

Telephone: 0845 155 1015

Acknowledgement and Thanks to Plymouth City Council "The Plymouth Local Offer- school Element" and Hampshire "Illustrative Regulations as a guide for schools completing SEN Information report"