

SEND Information Report

September 2019



1. The kinds of special educational needs for which provision is made at the school.

Hennock Community Primary School is a mainstream setting with 67 pupils from Pre-school to Year 6. We are passionate about inclusion and seek to take a holistic view of underachievement and the support of vulnerable pupils in accordance with the requirements of the 2014 SEND Code of Practice.

We are part of The Link Academy Trust who have an 'Inclusion Hub' with specialists able to offer support and advice on all matters of SEND, further information can be found at <http://inclusionhub.thelink.academy/>

If you want to know more about SEND at Hennock, please contact Miss Vic Pooler, SEND Co-ordinator and Academy Head.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The Academy Head and SENCO (Vic Pooler) and academy governors are responsible for the creation and oversight of the school's policies and procedures around SEND. The Academy Head and SENDCO oversee the day-to-day running of support for SEND and other vulnerable groups within the school.

Pupil progress is tracked using our assessment SEND and monitoring cycle, which is tied to the new curriculum. This data allows staff to identify where additional support may be needed. The class teacher will then categorise the children in the following way:

- On track – attainment and progress are fine with no concerns that need to be addressed
- Initial action – first signs of underachievement, addressed within universal provision by class teacher
- Targeted provision – continuing or more significant underachievement, addressed through individual and group support, directed by class teacher and delivered by a teaching assistant

Where needs have not been met by the above, or are more specific, a referral can be made by teachers to the SENDCO. Identification of SEND may be made through internal screening processes or the involvement of external agencies (e.g. Educational Psychologist, Dyslexia Outreach Service). When pupils are added to the SEND register, parents are invited in to discuss their needs with the class teacher and SENDCO.

SEND needs are scaled under the following areas:

- Concern - needs met without pursuing the Devon Graduated Response (DGR)
- SEND Support – needs are more significant, requiring a holistic view and multi-agency working
- EHCP – those with (or requiring) a statutory assessment and Education, Health and Care Plan (EHC Plan)

If you think your child may need SEND Support, please speak to their teacher in the first instance, who may then make a referral to the SENDCO.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

a) How the school evaluates the effectiveness of its provision for such pupils

All teachers are the key leaders of their children's learning, whether or not they have SEND. Progress and attainment of all pupils is monitored through termly pupil progress meetings.

Where pupils have SEND, regular meetings are held with the child, parents, class teacher and SENDCO to review provision maps or individual education plans or behaviour care plans and devise new appropriate targets.

b) The school's arrangements for assessing and reviewing the progress of pupils with SEND

Where relevant, the children's attainment and progress is assessed against the same criteria as the other pupils. Judgements are made termly against year-end expectations for that year group, as to whether children are emerging, developing or secure in relation to those expectations.

Information on the above is communicated to parents through parents' evenings and written formative reports. Where a child has SEND, more time is typically given at parents' evening in order to engage parents with their child's support at home and in school, while the SENDCO is available at other times as needed. Where a DGR is running, parents have access to full termly review meetings.

c) The school's approach to teaching pupils with special educational needs

Hennock Primary School places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND. The vast majority of pupils with SEND typically spend the vast majority of their time supported by the teacher in the classroom. We also place a significant emphasis on independence in learning, and support our SEND pupils to make their own choices about their learning wherever possible.

d) How the school adapts the curriculum and learning environment for pupils with SEND

At Hennock Primary School, we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. For example, we supply pupils with learning toolkits and encourage their use in class. We act swiftly on the advice of external agencies to ensure the learning environment is safe and conducive to learning.

e) Additional support for learning that is available to pupils with SEND

Our Teaching Assistants (TA) supervise and support all learners for specific interventions across the school as required and where additional TAs are deployed to support pupils with SEND, this is in proportion to the children's need and focused on building their independence and resilience to manage their learning at other times. Deployment of TAs within QFT is at the discretion of the class teacher. A number of pupils in the school are withdrawn from class each week for short times for enhanced/targeted provision (e.g. Speech Therapy, Trugs, Nessy or ELSA), and in rare circumstances a personalised timetable is drawn up for pupils with specific needs. This TA deployment is supervised by the Academy Head/SENDCO.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

All trips and wider educational activities are risk assessed, and reasonable adaptations are made to ensure all pupils can safely access these experiences. For example, to ensure pupils presenting challenging behaviour are not discriminated against, this may require higher adult/pupil ratios on some trips, additional transport, or individually-tailored trips if these are more appropriate to the needs of the pupils. Parental engagement is sought in the decision-making process, and in the past parents have volunteered to provide direct support on trips. At present all pupils engage fully with PE without the need for significant adaptations.

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

Pastoral care is provided by the teachers in the first instance, but where needs are more acute (e.g. bereavement) this can be offered by a Family Support Worker or a Play Therapist etc or the Academy's Inclusion and Improvement Hub (IIH). Where underlying developmental needs have been identified, a Boxhall assessment can be carried out, which typically results in a targeted programme of support within the class, and sometimes a weekly 1:1 session with our TA. Within the DGR framework, we have worked closely with outside agencies, including Social Care, Behaviour Support and the Devon Inclusion Officer (where needed), often exploring creative ways to ensure a continuity of provision for the pupils' wellbeing.

If you have questions about your child's support, or suggestions about meeting their needs more effectively, please speak to your child's teacher in the first instance, or contact the SENDCO.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

Miss Vic Pooler is the SENDCO and can be contacted on: vic.pooler@thelink.academy or on our school number of 01626 833233.

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.

Our SENDCO, Miss Vic Pooler, is supported by our other Academy SENDCOs who have completed nationally recognised SEND qualifications; Alice Eeles (Bearnese), Becky Humphreys (IIH), Jade Dewar (Harbertonford), Alex Waterman (Cheriton Bishop/Yeoford) and Jodie Churcward (Diptford) are available for support and advice.

All the teaching staff are up to date on changes in SEND legislation and practice nationally and locally. We have held training for all staff on Dyslexia friendly classrooms, family support and behaviour support. Vic Pooler is trained and qualified in the Thrive Approach, which is used throughout school to support children's emotional development. Specific staff have been given training on Passive Intervention and Prevention Strategies (PIPs), which gives a framework for dealing with challenging behaviour. All staff have completed Level 2 Safeguarding updates and receive monthly training on specific areas.

TAs are developed through coaching and attending training sessions with The Link Academy Trust. This year TAs will be trained in Lego therapy; Therapeutic Play, Precision Teaching, Grieveing in Puddles, Survive and Boxhall.

Where other specialist services are required on a needs-led basis, this is usually through the IIH – this includes Educational Psychology, Behaviour Support and Communication and Interaction and the MAST (Multi Agency Support Team).

If you require more information about referrals to outside agencies, you will need to speak to the SENDCO or, in some instances, your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071.

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

An accessibility audit is completed and reviewed annually. In the school a number of pupils have had access to learning aids, such as writing slopes, ergonomic pens, and wedge-cushions. All steps are painted with yellow or white strips to aid visually impaired children and adults. As needed, those required to provide intimate care have done so under the direction of the School Nurse.

If you think you or your child requires additional adaptation to equipment or facilities, please let the SENDCO know, as we do not want this to be a barrier to learning.

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

From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. In addition to daily opportunities for contact at the classroom door, our universal offer includes two parents' evenings and a yearly summative report.

Annual questionnaires are used to take parents' views into account. A link to the Ofsted Parent View survey can be found on our website. The Academy head and class teachers are always available to meet to discuss a child's specific needs.

The school offers workshops. These will be led by class teachers and all parents will be invited to sessions on writing, phonics, maths and reading.

Within the DGR process, closer links are forged between home and school, and all decisions (i.e. who attends the meeting) and paperwork that are part of the DGR are checked and agreed with parents. The termly plan, do and review process ensure that the children's needs and outcomes are kept in focus, and parents are encouraged to suggest ideas for how pupils' outcomes may be improved. Where an annual review of a EHC plan is required, this is conducted using the formal paperwork, but these families are also on a termly review cycle due to the level and complexity of needs.

If you want to get more involved in your child's education and support, speak to their teacher in the first instance.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil voice is very important to us, and we have a school council which gives pupils a direct input into matters that affect their learning and development. At a class level, we have regular pupil conferences where individual pupils go through their books with their class teacher and a discussion is had regarding their learning.

Where pupils have SEND, we aim to involve them in every part of their goal and target setting. Within the DGR process, the *Listen to Me* document gives space for parents and teachers to elicit children's views in some detail, ensuring these can be appropriately represented at multi-agency meetings.

If you would to find out more about *Listen to Me*, it can be downloaded from <http://www.devonsendpathfinder.info/wp-content/uploads/2012/04/Listen-to-me-and-my-family.pdf>

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 school operates a complaints policy which is freely available to parents. Concerns about SEND should be addressed via the child's teacher in the first instance, or to the SENDCO and/or Academy Head, and typically these situations can be resolved through dialogue and the formation of robust partnerships. Transparent working relationships and proactive information-sharing, such as this document, helps to offset potential misunderstanding. The SENDCO Governor makes regular visits to school to run through a set of Ofsted type questions.

The complaints policy is available from the school office and on The Link Academy Trust website.

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.

The Governing Body delegates responsibility for multi-agency working to the SENDCO, who works within the DGR format and is held to account for the impact of traded services. Health, education or care referrals are made to single agencies or the multi-agency Integrated Children's Services on a strategic case-by-case basis, using the Local Authority's Threshold Tool for guidance.

For parents whose children have SEND, we act as a signpost to other services, such as Devon Parent Partnership.

To find out more about Devon Parent Partnership, who are there to support parents whose children have SEND, call 01392 383080.

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.

There is a useful source of information on the DISC website, which signposts other services available to parents. Please see devon.childrensservicedirectory.org.uk, or you can contact the SENDCO.

12 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.

When pupils transfer into the school, every effort is made to share information with previous settings and build relationships with parents, who are often anxious about how the child's needs will be met. Where possible, time is set aside for tours and discussions well in advance of the pupils starting at Hennock. Each June/July, children spend a number of sessions with their next teacher to facilitate a smooth transition, and all relevant documentation is discussed and passed on. At the other end of their learning journey, we operate a strong but flexible transition programme with local secondary schools, including face to face contact with receiving SENDCOs. Where appropriate these SENDCOs are invited to TAF (Team Around The Family) meetings to ensure continuity of understanding and support.

To discuss how we may tailor our transition arrangements to meet your child's needs, please contact the SENDCO.

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

Our school offer is built around the 2014 SEND Code of Practice, and in particular the Devon Local offer,

which can be found at www.devon.gov.uk/send.