

## SEN Information Report 2018

### General Information

We are a mainstream primary school which prides itself on being an inclusive school where every child remains at the heart of all we do. The Head and Sendco work closely with the Head of Teaching and Learning and all members of staff to ensure that all children are able to achieve their full potential and have access to all areas of the curriculum. Children with special educational needs are assessed and monitored carefully and systematically to ensure appropriate resources, systems and procedures are in place to support their learning and well-being. Goodleigh C of E Primary School adheres to the 2014 SEN Code of Practice.

### Schools Policies for SEN provision

The school's policy for SEND is regularly reviewed by the governing body and is available on our website. The school continues to use the Devon Assessment Framework process as our planning approach to identify, support and monitor children with SEN, more information about the DAF process can be found on the weblink: <https://www.devonias.org.uk>. To help us identify the particular needs a child might have, we monitor the progress data of all children rigorously, use observations to inform us, and regular communication between teachers and the Sendco both formally and informally. Communication between teachers, parents and carers is essential in this process and, if necessary, professional guidance is sought from a range of external agencies, including for example, Educational Psychologists. If, after thorough assessment, additional SEN support is required, then a clear and detailed plan is laid out in a class Provision map and as part of the Devon Assessment Framework, an individual My Plan. This has been adapted to suit our school requirements. Pupil's with SEND are routinely consulted about and involving them in their education and their comments recorded on their My Plan.

The range of support and strategies used and pupil's expected outcomes are also mapped out in class Provision Maps and monitored termly by the Sendco. Observations and monitoring of interventions is coordinated and carried out by the Sendco. The impact and success of these interventions is measured by comparing before and after data and drawing comparisons with peer and national equivalent data.

## **Interventions and Strategies**

**In addition to high levels of differentiation within all classes, children with SEND have access to a wide range of interventions. These might include small group programmes, such as Funfit, Lego Therapy, Counting to Calculating and Trugs, as well as 1:1 daily programmes meeting the specific needs of individuals. In addition, children with complex needs might have access to a highly personalised curriculum. We take a graduated approach to meeting pupil needs by reviewing class teaching, accessing strategies and removing barriers to learning within a classroom setting. If additional funds are required to enable a child to achieve his or her full potential, then this will be sought as additional funding through the Devon Graduated Response process, including EHCP assessment. The SENDco works closely with parent/carers as well as obtaining advice from a range of external agencies throughout this process. All pupils at Goodleigh C of E Primary School have access to high quality teaching which takes account of pupil's differing needs. We make appropriate use of delegated budgets to support children with additional needs. All children are encouraged to take part in the full range of extra-curricular activities on offer and to take part in all aspects of school life.**

**We promote a positive attitude to SEND among all staff and children and we place a strong emphasis on the pastoral and emotional well-being of our children. We promote a positive approach to behaviour management, more details of which can be found in our behaviour policy. We provide a safe environment for our children including nurturing their physical, mental and emotional well-being. The Sendco is also the school's Mental Health Champion and works closely with staff to promote positive self esteem for all pupils including those with SEND.**

## **Staffing**

**Our Sendco is responsible for coordinating and implementing the school SEND policy and the range of these duties and responsibilities can be found in the school's SEND policy. Staff training is audited regularly and in an annual SEND audit to provide relevant training to develop whole school understanding of SEN and strategies to support inclusion. Staff are informed about effective strategies to use within their class to support children with SEND. The school is up to date with all statutory moving and handling training.**

## **Parents**

**We pride ourselves on having close links with parents and carers. In addition to formal reporting, parents are encouraged to engage in regular discussions about**

their child's specific needs and what interventions are in place to support them and the expected outcomes of these.

Parents are invited to attend informal consultations with the head teacher, teacher or the Sendco and new parents visits.

Parents of children with SEND are given access to advice and information about SEND matters through the parent partnership scheme and other external agencies.

Parents are fully aware of the planned support and interventions for their child and how this will help them achieve their expected outcomes. We recognise that parents have a right to request an Education, Health and Care needs assessment and we would fully support them with the process of applying for one.

## Curriculum

We ensure that all pupils, including those with SEND have access to high quality teaching which takes account of pupil's differing needs. We make appropriate use of resources in our delegated budget to support children with additional needs, including the provision of a tailored and personalised approach for individuals with complex needs. We have a graduated response to meeting pupil needs by reviewing teaching, strategies and removing barriers.

## Pupils Transferring between Phases of Education

For those pupils moving between phases of education, for example, moving onto secondary school or a special school, individual transition plans are made which may include additional visits to the new setting, transition books, social stories, as well as additional meetings with the SENDco.

The school Sendco is Maddy Yates and she can be contacted on 01271 342977 or [myates@goodilf.org.uk](mailto:myates@goodilf.org.uk)

## Devon Local Offer

The following link details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services:

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

**Agencies that the school has worked with in the last 12 months**

**Educational Psychology**

**Speech and Language Service**

**School nursing team**

**Behaviour support team**

**Autistic Spectrum Disorder Team**

**Children's centre**

**CAHMs**

**Physiotherapy department**

**Occupational therapy department**

**Specialist School Outreach Service**

**EH4MH**

**FIG**