

Carey Federation

Send Report – September 2020

This information is linked to our SEN policy, Assessment Policy, Behaviour Policy, Intimate Care policy and Medical Policy.

Information about the Carey Federation

Within the Carey Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

The Carey Federation consists of Ashwater Primary and Halwill Community Primary School. Both schools are main stream settings for pupils from four to eleven. Ashwater School also includes the Preschool into its setting. The schools are located 4 miles apart, separated by the Carey River. However staff work closely together and the schools are inextricably linked.

Our ethos is a whole school approach to provide opportunities for our children to grow into the best person that they can possibly be. We want our children to ‘Aim High; Be Resilient; Take Care of Each Other.’ We are committed to meeting the Special Educational Needs of pupils and ensure that they make progress.

The environment we create is one where we encourage the children to have high aspirations and a positive mind-set. The children are encouraged to be aspirational learners by being Resilient, Resourceful, Reflective and Respectful’ through relationships. From our Early years setting our children are nurtured and encouraged to develop curious minds. Challenge and consolidation throughout, is of utmost importance. As they share their time

with us they take different steps of different sizes with the aim of leaving us confident to explore the world.

Within the Carey Federation we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children and parents/carers to enable all children to make progress.

Definition of SEND

Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her, this provision is in addition to or is different from what is available in a differentiated curriculum.

The Carey Federation regards pupils as having a Special Educational Need Disability if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Areas of SEND:

Under the SEND Code of Practice, pupils identified as having a special educational need (SEN) will be considered as falling under four broad areas of need:

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

We follow the Send Code of conduct – 2014. Please see the link below for more information:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice 2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_2014.pdf)

What is the local offer?

The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Further information on Devon's Local Offer can be obtained at

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

Who Should I contact at the Carey Federation?

The Special Needs Co-ordinator (SENCO) is Mrs Rosie Cawsey. She can be contacted via either school office, Halwill: 01409221476 or Ashwater 01409211228 or by email rosie2@halwill.devon.sch.uk She endeavours to return calls as soon as possible. The Governor responsible for Special Educational Needs is Mrs G Marshall who can be contacted via the school office.

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1. Who are the best people to talk to about my child/children's Special Educational Needs or Disabilities?

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils, in their class including when pupils access support from teaching assistants or specialist staff.

Within the Carey Federation teaching and supporting pupils with SEND is a whole school approach. It is a working partnership between all those involved – school, parents/carers, pupils, children's services and all other agencies.

The class teacher is responsible for:

- Being aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Providing high quality teaching, differentiated for individual pupils. This includes monitoring of progress, identifying, planning and also to develop their own understanding of strategies to support all pupils.
- Setting suitable learning challenges and facilitating effective provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Setting targets for your child and writing Individual Education Plans/'My plans'
- Personalised teaching and learning for your child. (as above)
- Ensuring that parents / carers are involved in supporting the child's learning which is then annotated onto 'My plans'

- Liaising with Teaching Assistants regarding planning that has been set, pupil response and progress, in order to contribute effectively to the graduated response (Assess, Plan, Do, Review cycle).

The Special Educational Needs Co-ordinator (Mrs Rosie Cawsey) is responsible for:

Working in collaboration with the Executive Head teacher and Governing body, to determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. Also to co-ordinate the provision for individual children, working closely with staff, parents/carers and external agencies.

Responsibilities include:

- Developing and reviewing the school's SEND policy
- Co-ordinating support for children with SEN,
- Support the writing of 'My plans' and Provision Maps as appropriate.
- Monitor the impact of interventions provided for pupils with SEND
- To work and support all staff, to ensure needs are being met.
- Liaise with parents to ensure they are informed about the support their child is receiving, options available and to ensure a smooth transition is planned, when necessary.
- Maintaining a register for SEND to ensure that all children with additional needs are met.
- Analysis and assessment of children's needs, to develop effective ways of overcoming barriers to learning and sustaining effective teaching.
- To facilitate and be a point of contact for specialist support for teachers and staff, with other agencies.

The Head teacher, (Mrs Ruh Alford) who is responsible for:

- The day-to-day management of the school; including the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but has overall responsibility for ensuring that your child's needs are met.
- Monitoring of SEND provision, and to ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor, (Mrs Gail Marshall) is responsible for:

- Ensuring that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs within the Federation.
- Monitoring provision and the children's progress regularly.
- Liaising between the staff and the Governing body.
- Ensuring that the Federation is compliant with all statutory obligations.

2. How will the curriculum be matched to my child's needs?

Every teacher works hard to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum so that many needs can be met through high quality differentiated teaching, this might include using:

Visual timetables,

Different learning styles; visual, auditory, kinaesthetic etc.

Writing frames Visual or Oral prompts,

Tablets, lap tops or other alternative recording devices,

Buddy systems,

Positive behaviour rewards system,
Use of supporting resources,
Differentiated tasks or outcomes.

Each learner identified as having SEN, has access to support that is 'additional to or different from' the 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 identified barrier to learning. This support is described on a class provision map. We modify the provision map regularly, as our learners and their needs change.

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

Both schools' recognise the importance of, and are committed to the early identification of children with needs which are additional to or different from their peers. Within the Federation we have an 'open door' policy, where parents are encouraged to share any concerns initially with their class teacher. Rigorous monitoring of individual children's progress by teachers and senior leaders supports early identification. Parents receive a termly break down of their child's achievements in Reading, Writing and Maths and an indication of how their child is performing against national age related expectations. Parents are invited to attend two parents evening meetings during the year to discuss their child's progress with their class teacher and the SENCO if requested. However, parents are welcome throughout the year to make additional appointments to meet with their child's class teacher or the school's SENCO. If your child has complex needs, parents and teachers can correspond through a home school communication book.

If your child is on the SEND register they will have an Individual Education Plan (IEP)/My plan which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of new targets and outcomes from previously set targets. The targets set are SMART (specific, measureable, achievable, realistic and time scaled) with the aim to be achieved by the time the target is reviewed. If your child has complex SEND they may have a Statement or EHCP (Education, Health and Care Plan), 3 | which means that a formal meeting will take place annually to discuss your child's progress and a report will be written.

4. Ways that children may be identified:

- Parents/Carers may raise concerns with the class teacher.
- Teachers may notice that a child is making less than expected progress or falling behind their peers in a curriculum area through:
 - Observations: Informative assessments are performed as part of daily routine, through the teachers' questioning, marking of written work, and observation of work and every aspect of school life.
 - Summative assessments, which summarise the learning so far including end of term assessments (These also include the SATs tests in year 2 and 6)
 - Other assessments in school include e.g. Speech & Language link, the Boxall Profile to assess Social and Emotional need, or a Dyslexia Screening test.

If you have concerns that your child may have Special Educational Needs then please share these concerns as soon as possible with your child's class teacher. Identifying SEND is the responsibility of all School staff, and the School's governing body through the Head teacher.

When areas are identified, the following actions will then happen:

- These early concerns initiate discussions with the child, parents, teacher, teaching assistants and SENCO.
- The class teacher and SENCO will work with parents to complete a plan of needs for the child. This will identify both a child's strengths and areas for support as well as recognise barriers to learning.

- If a child requires support, it is discussed with parents and an outline of support is sent home, indicating the support their child is receiving. For more complex needs a 'My Plan'/individual plan is discussed with parents and then a copy is sent home.
- The SENCO may carry out specific assessments or seek advice from external agencies (with parental permission) and targets are recorded onto a child's 'Myplan.'

5. What support is available for children with SEND in our school?

The approach to the teaching and learning for children with SEN is a quality first approach, with the aspiration that, with high quality teaching and learning for all, less intervention should be needed at a later stage. Within lessons, children aim high and opportunities are always given for them to extend their learning. Children learn in both ability groups and with their chronological peers.

Adaptations to the curriculum and learning environment are dependent on the needs of the child. For some children, a visual timetable, appropriate resources or within lesson differentiation and support will help the needs of the child. A Team Around the Family (TAF) meeting with parents or other professionals may be held.

We use the graduated response of Assess, Plan, Do and Review cycle which is part of the regular termly assessment and planning cycle for all pupils. When a pupil is identified as having SEN, we will take action to support effective learning and reduce/remove barriers to learning and put effective provision in place.

Quality First Teaching for your child: (Excellent targeted classroom teaching)

- Teachers have the highest possible expectations for your child and all pupils in the class.
- All teaching builds on what your child already knows, can do and can understand.

- That different ways of teaching and specific strategies are in place to support your child to learn.
- The teacher differentiates learning outcomes for your child
- The teacher carefully monitor's your child's progress, identifies gap/gaps in understanding /learning and provides extra support where necessary.

Specific group work/1:1 support

These take the form of guided sessions within the class for individuals or in small group s. Intervention programmes are carried out by teachers and /or planned by teachers and delivered by Teaching Assistants (TA). These can be ongoing or fixed over a period of time. Parents will receive an 'outline of support' informing them of interventions their child receives.

Specialist support run by outside agencies:

This means a pupil has been identified by the class teacher or SENCO as needing extra specialist support in school from an outside agency, where a specific barrier to learning cannot be overcome through quality first teaching and interventions.

Within the Federation we access support from outside agencies such as:

- Educational psychology
- Health Care team – School Nurse
- Communication & Interaction Team,
- Behaviour Support Team
- Camhs (Child and Adolescent Mental Health Services)
- Occupational therapy
- Speech & Language therapy
- Parent Support Advisor
- Family Intervention Team (FIT) – for intensive family support

Personalised targets

When limited progress is identified the class teacher will put in place extra support to enable the pupil to catch up through class support and some intervention work. However some pupils may continue to make little progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, the class teacher and SENDCO will further assess the pupil to determine the cause of the learning difficulty. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to break down barriers to learning.

The Head teacher and SENCO also meet with staff and review the children at the beginning of each term. They discuss what has worked well, what progress has been made and plan for the next steps, then decide what interventions /support is required. Small, measurable, achievable, relevant and time-dependant (SMART) targets are used to meet these needs.

6. Statutory Assessment of Needs – Education Health Care Plan (EHCP)

This support is available for children whose learning needs are complex and lifelong. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Specialist teaching and support.

The school (or parent) can request that Local Authority carries out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. Evidence is gathered through the regular review of IEP/My-plans and additional assessments. This helps the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum.

It is the Local Authority who decides if a child's needs are complex enough to require a statutory assessment. If so they will write an Education Health Care Plan (EHCP) If this isn't the case the school will continue with the current level of support.

7. Pupil Voice

The Federation ensures that the views of the child are taken into account and recognises the importance of gaining pupil views in promoting the best pupil outcomes. This could be through involving the child in all, or part of the discussion itself, or gathering their views as part of the preparation. The plan is then share with all other professionals working with the child. Pupils are able to share their views in a number of different ways, appropriate to age and ability. Views are specifically sought, as part of their annual review, and as part of their Pupil Progress Meetings.

8. How is extra support allocated to children?

School provision

Within the Federation we have an inclusive ethos and practice which enables SEND pupils to access all activities and opportunities on the same basis as, and alongside, other children where possible.

Support programmes in particularly in Maths and English are followed. E.g. MYTY maths, precision teaching.

Support for social, emotional and mental health difficulties, and help for pupils with behavioural difficulties.

Funding:

The school budget, is received from Devon Local Authority, which includes money for

supporting children with SEN, called Element 2. The Head teacher and Governing body decide on the deployment of resources for Special Educational Needs and Disabilities. It is allocated according to the level of need within the Federation. This is reviewed regularly with changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Where a pupil requires an exceptionally high level of support, the school may apply for a statutory Education Health Care Plan. (Tiered funding system)

9. . How do we support the needs of our staff?

The school makes an audit of training needs for all staff, taking into account school priorities as well as personal professional development. As a school we gather evaluations from staff about the quality and relevance of SEND training in order to further enhance and develop future SEND training opportunities. This includes in-house training or finding appropriate training courses offered by Babcock LDP. We have two members of staff who are ‘Thrive trained.’ Some staff have carried out attachment based mentoring. All of our Teaching Assistants have received training in developing spelling and phonics as well as MyTy maths and Precision Teaching. External agencies are used to provide specialist training e.g. Speech and language and Occupational therapy. The SENCO attends termly network meetings.

10. .Support for parents of a child with SEND.

We value communication and the sharing of ideas and information between home and school. We therefore operate an ‘Open Door’ policy where the class teacher and/or the school’s SENCO is regularly available to discuss your child’s progress and how they can be supported at home.

The school will signpost parents to support from different agencies if required. Further support and advice for parents can be accessed from Devon Information Advice and Support service, (DiASS) and Devon Parent Partnership. Their website is <http://www.devonias.org.uk/> They are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information. Supporting the wellbeing of a child with SEND.

11. How do we know if it has had an impact?

The school uses a variety of sources to evaluate the impact of provision that children on the SEND register have received. We know if provision has had impact by:

- Monitoring progress on our School Pupil Tracking Programme
- Reviewing outcomes on a child's 'My Plan' - Using reading and spelling standardised scores and teacher assessments in Reading, Writing and Maths to monitor termly progress - Teachers and Teaching Assistants monitor the effectiveness of interventions pupils receive.
- Taking into account of any verbal feedback received from teachers, parents and children in consultation with parents.

12. Exit

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

13. How will you support my child's social, emotional and mental health within the Carey Federation?

Within the Carey Federation some children have extra emotional and social needs. These may be displayed through behavioural difficulties, anxiousness or struggling to communicate effectively. These needs are assessed by the class teacher or SENCO. A Boxall Profile assessment may be carried out to support the identification of needs with SMART targets being generated. PSHE lessons and communication interventions also support development and nurture. The school encourages collaborative work where possible. E.g. mixed age reading activities. Families may also be able to access support from 'Early Help' through a referral process.

14. How is the Carey Federation accessible to children with SEND?

No pupil will be refused admission to school on the basis of his or her Special Educational Need which is in line with the Equality Act 2010. We will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Within the Carey Federation we aim to be fully inclusive where possible. Halwill Primary School is a modern school with easy access both inside and outside of the

premises. Ashwater Primary School is an old Victorian school which has some access difficulties. In both schools we make provision, within reasonable expectations, to ensure that all children and adults, are able to access areas to meet their needs. School trips are organised to be accessible for all children. Children with SEN represent the school in all school groups, such as the School Council and After School Clubs are accessible and open to all.

15. . How will your child be supported when they are joining our school / leaving our school or moving to another class?

Moving from pre-school

Both schools are fortunate to have good relationships with their feeder pre-schools and staff work closely to provide many opportunities for visiting the school setting to ensure a smooth transition. In the summer term there are also weekly transitional sessions. The staff also meet with parents to guide them through the process of their child starting school. A home visit can also be arranged if requested by the parents, workshops for phonics etc. can also be accessed.

Moving schools

The school recognises that any child changing schools may need a period of additional support. All parents/carers will be offered a 'settling in meeting' prior to their child starting. Information is gathered from the previous school. Within the Federation the Class Teacher is the nominated person to ensure child settles in and feels safe. If a child is leaving the Federation, it is the class teacher who will send on information /liaise with the child's next setting.

Transfer to Year 7

Information will be passed on to the new class teacher in advance with parental permission.. 'My Plans ' and other SEND records will be shared. If required, a Team Around the Family (TAF) meeting will take place with the College and parents, to develop a specific plan to ensure a smooth transition to Key stage 3.

There are a wide range of transition opportunities for children:

- Year 5 open evening for parents
- Year 5 taster days and multi- school sporting events during the year
- Yr 6 Transition residential camp
- Additional after school clubs e.g. Ninja maths club for some year 6 children
- 3 x Year 6 transition days and additional sessions if required.

16. What procedures do I follow if I want to make a complaint?

Within both schools we like to work closely with parents, who are encouraged to approach the class teacher at an early stage with any concerns. The Executive Head teacher is also available. If required, there is a formal complaints procedure should parents feel their concerns have not been addressed. This procedure is available on the website.