



## Sticklepath Primary Academy

### SEND Information report

Under the new Special Educational Needs and Disability Code of Practice (Department for Education, Department of Health, 2014) schools and settings are required to produce a SEN Information report. This needs to be published on the school's website, kept up-to-date- with changes and revised at least annually

Please note that for ease of reference the term:

**schools** has been used to represent all schools, colleges and settings that are required to have regard to the Code of Practice (2014)

**parent** has been used to represent both parents and carers

**pupil** has been used to represent the term pupil and student

If you need more information or a different format, phone 01271 342455 or email [admin@sticklepath.org.uk](mailto:admin@sticklepath.org.uk)

#### Regulation Information:

**Children and Families Act: SEND Code of Practice Regulations, 2014 PART 3 Duties on schools Regulations 51-52**

**SEN information report:** Prescribed information that must be included in SEN information report

#### ***Regulation 51***

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

## SCHEDULE 1: Information to be included in the SEN information report

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

Sticklepath Primary Academy is a mainstream primary school with a nursery, educating 445 children from 2-11 years (September 2022).

Our school aims to be an inclusive school; this means that equality of opportunity must be a reality for our children. We have a responsibility to provide a broad and balanced curriculum for all pupils, providing effective learning opportunities with relevant and appropriately challenging work at each key stage. We respond to the diverse needs of our children, supporting them to access and participate in all areas of school life.

We make provision for pupils with a wide range of needs:

- Cognition and Learning (CL)
- Communication and Interaction (CI)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (SP)

The Special Educational Needs and Disabilities (SEND) Policy details that some pupils may need some support within the classroom and within the differentiated curriculum and pupils with SEND will require enhanced provision.

### 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 school's SEND Policy details the definition of SEND and the 'graduated response' (Code of Practice 2014) for the identification and assessment of pupils with SEN.

#### **How does the school track my child's progress?**

**All pupils' progress is monitored** on a daily (lesson evaluations, teacher observations, opportunities for discussions with pupils and parents), weekly (planning evaluation overviews; colleague professional discussions), half termly (pupil progress meetings) and termly basis (Updated Individual Learning Plans, Inclusion Reviews, Co-Head Teachers report to governors, Data Analysis). See the school's Assessment Policy for further details.

**Progress is shared with parents through speaking with teachers at informal meetings and more formal meetings**, during the termly Parent Meeting. Parents can contact teachers between scheduled meetings if they feel there is something more they want to know to support their child's education.

## **What system is in place to respond quickly to difficulties in learning?**

**The Special Educational Needs Co-ordinator (SENCo), is non-class based and leads inclusion,** working closely with pupils, parents, staff and Governors to continue developing inclusive practice within the school community.

**This system allows a quick response to difficulties in learning** as parents, teachers or outside agencies can liaise effectively with the SENCo, with efficient communication in place.

**Parents are informed at all induction meetings about the role of the SENCo and how to make contact if they have concerns about their child.** The weekly newsletter reminds parents about contact with teachers and the SENCo if they have further concerns about their child's progress.

## **What systems are in place for identifying pupils who may have unidentified needs (as opposed to missed opportunities or insufficient high quality teaching)?**

The above sections detail the **rigorous systems in place to support difficulties within the four designated needs** according to the Code of Practice 2014 (CL, CI, SEMH, SP).

**The SENCo is experienced in supporting pupils with SEN and works closely with pupils, parents, teachers and outside agencies** when further assessment and advice is required. Parents are always consulted when further assessment is needed for identification of SEN.

Identification of pupils with SEND are supported through the following systems:

### **Identification:**

Early concerns

Initial concerns may be raised by parents, teachers and other agencies. These concerns may link to the pupil's voice or may have been identified by the aforementioned parties. **Parents should raise initial concerns with the pupil's teacher and these may be followed up with the SENCo, if the parent or teacher requires further advice.**

These concerns **may be addressed through appropriate differentiation within the classroom or through the teacher keeping records as evidence of the support they are giving.** This record will include strategies used to target concerns and the impact of provision in place for a child. This record can be used in later discussions if concerns persist.

If the concerns raised are considered by the teacher or SENCo to **meet the definition of SEND, then further action will be taken through the identification and support for pupils with SEND by providing additional to or different from provision.**

## **Definition of SEN**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. (Section 20 Children and Families Act 2014)

## **How does the school decide when my child is having difficulties in accessing learning?**

There are a variety of measures we will use to decide if a pupil has SEN:

**If a pupil meets the above definition** from the information given by the class teacher and/or SENCo. **Information provided by the pupil, parent, teacher, outside agency.**

**Assessment and monitoring information** provided on the pupil by the teacher and senior leadership team; this can involve screening and assessment systems in place across the school.

**Transition information** handed over by another educational setting.

## **What additional support is offered to a family in relation to accessing education and what are the links with outside agencies?**

**Teachers are available to liaise with parents at the start and end of the school day.** Appointments for a meeting can be made during these times if further time is needed to discuss their child's access to education or their own needs in accessing the school's information.

**The SENCO works closely with families** and offers support for pupils and parents to access education. This can be through a variety of means; completing educational forms, making resources to support homework, referring on to outside agencies that may offer additional support for families.

**SENCo and Leaders offer workshops for parents/families to attend**, which offer strategies on supporting pupils' education.

**The school links with advisory services and outside agencies when it is appropriate to seek further advice** and assessment to identify barriers to learning and the nature of a pupil's difficulties; this information can be shared by home and school. The following services and agencies are accessed by the school:

- ✓ 0-25 SEN Team
- ✓ Integrated Children's Services, Roundswell, Barnstaple
- ✓ Devon LDP SEN support services, including the Educational
- ✓ Visual Impairment, Physical Difficulties, ICT and SEN, Behaviour Support Services, Communication and Interaction Team
- ✓ Specialist Teacher for Specific Learning Difficulties
- ✓ Pathfield School and Lampard Community School Outreach Service
- ✓ School Health Service and Health Visitor Team
- ✓ North Devon District Hospital: Paediatrician, Orthoptist
- ✓ Speech and Language Service
- ✓ Occupational and Physiotherapy Service
- ✓ Ethnic Minority and Traveller Achievement Service

- ✓ Families in Grief (FiG)
- ✓ Early Help
- ✓ Early Years Consultant, Portage and Children's Centres
- ✓ North Devon Against Domestic Abuse Service
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Police Community Support Officers
- ✓ Multi Agency Safeguarding Hub (MASH)
- ✓ Social Care, Civic Centre, Barnstaple
- ✓ Psychology service
- ✓ Educational welfare
- ✓ Hearing/vision impairment team
- ✓ Mental Health Support Team (MHST)

**The SENCo at Sticklepath Community Primary School is responsible for:**

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, alongside the Senior Leadership Team
- Monitoring relevant SEN CPD for all staff
- Managing the teaching assistants
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Co-Head Teachers and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to

reasonable adjustments and access arrangements

**The SEN Governor at Sticklepath Community Primary School is responsible for:**

- using their best endeavours to make sure 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.
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for coordinating SEN provision – the SEN Co-ordinator, or SENCo
- liaise with the SENCo and make monitoring visits to school
- monitor that the school is informing parents/carers when they are making special educational provision for a child
- monitor the SEN Information Report and provide information with the SENCo for the Disability Equality Scheme (DES), detailing arrangements for the admission of children with disabilities, the steps being taken to prevent children with a disability from being treated less favourably than others, the facilities provided to enable access to the school for children with a disability and the accessibility plan showing how they plan to improve access progressively over time

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

- a) how the school evaluates the effectiveness of its provision for such pupils;

**How do I know provision for my child’s SEN is effective?**

- ✓ Quality of provision is measured through the school’s systems, processes and criteria for evaluating effective provision, which include:
- ✓ **Clear systems in place for evaluating quality of provision** - the senior leadership team reviews staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book scrutinies and evaluation of teacher planning takes place each term by the senior leadership team.
- ✓ **Appraisal systems** ensure that teachers report on a termly basis about their vulnerable groups of children, including those children with SEN.
- ✓ **Half-Termly Pupil Progress Meetings** (teacher, head teacher, deputy head teacher, SENCo); **Parent Meetings**, including personalised plan and Individual Learning Plan reviews; **SEN Reviews** between teachers and the SENCo and

informal meetings with parents, teachers and the SENCo evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils

- ✓ The **Co-Head Teachers review attendance and exclusion data** for SEND pupils on a termly basis and this is reported to the Governing Body.
- ✓ The **SENCo tracks the progress** of different pupil groups within year groups, this is reported in the termly Inclusion Data Analysis report to the Head Teacher and shared with the Governing Body.
- ✓ The **SENCo tracks the success of specific interventions** through comparison of pre and post intervention data which is reported to staff and the Governors. This includes analysis of time limited interventions such as Targeted 1:1 reading, project X reading, Language and Speech Link, Funfit, the Teaching assistants maths and literacy intervention groups, Speech and Language interventions and Thrive.
- ✓ **The SEN Action Plan** contributes to the school development plan and this accounts for specific development of SEND provision and addresses any areas of weakness
- ✓ The **School Community Board (SCB) representative for SEN** makes monitoring visits to school and meets with the SENCo to ensure provision in school for children with SEN is effective.
- ✓ The **criteria for evaluating the school's effective SEN provision** is measured against Devon and national statistics of other comparable schools; outside agencies and advisory services own assessments and evaluations of progress; achievement of targets set for the pupils; parental and pupil feedback through meetings on their well-being and progress, completed questionnaires and the school council feedback.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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

- ✓ **The school monitors the effectiveness of its SEN provision** and progress of children with SEN so that we are clear about how your child is doing.
- ✓ **Your child's class teacher is available** to meet with you Autumn and Summer term at formal parent meetings. **Teachers are available** at any other time during the term, if you contact them and make a request to meet with them. If you continue to have concerns about your child's progress then you can request a **meeting with**

## **your child's Team Leader for that Key Stage.**

- ✓ **Teachers are available** in their classrooms at the start and end of the day for brief contact to be made but if a more detailed conversation is needed then parents can use this time to request a meeting.
- ✓ **If you continue to have concerns about your child** despite raising your initial concerns to the teacher, then you are welcome to make an appointment to meet with the SENCo. The SENCo is often available at the beginning and end of the day to make appointments or contact can be made through the school office.
- ✓ For some children with SEN where their parent is unable to communicate within the above arrangements then **some children may have a home-school book for communication** or other arrangements can be made by teachers for specific circumstances.
- ✓ **Parents are given information on their child's learning** and how to support them through **induction meetings** each new school year, termly or half termly **curriculum overviews**, parent **workshops**, **parent meetings**, opportunities to attend an aspect of their child's topic that term and an **annual report** on their child's attainment and progress.
- ✓ There are further opportunities for parents with children with SEN to gain information on their child's progress through Individual Learning Plan (ILP) **review meetings** and **Annual Reviews** for children with Education Health Care Plans, the **SENCo is available** on parent evening meetings to discuss progress if parents request further information. The pupil and parent voice are recorded on the ILP reviews and there are opportunities within the meeting to contribute to a pupil's learning outcomes.

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

### **How will the school staff support my child?**

- ✓ The **SEND Code of Practice 2014** emphasises that all teachers are responsible for **high quality teaching** for all pupils with SEN.
- ✓ **Teachers are responsible for a child's learning and progress**, in partnership with parents. Further advice and guidance by the **SENCo is available to all teachers and support staff** for individual, personalised programmes of support and interventions. **Outside agencies** can also offer assessment and guidance with a child's SEN.



- ✓ **Sticklepath Primary Academy has a breadth of staff that supports children with SEN** in their learning and emotional well-being, this will always include their teacher and the SENCo. Further staff that may offer support if identified as a need by parents in consultation with the teacher and the SENCo, this may include the early years workers and teaching assistants. The SENCo will coordinate support for children with SEN with their teacher and parents are always involved in the outcomes we are working towards.

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

### What is the education setting's approach to differentiation and how does that support children?

- ✓ **We monitor teaching to ensure all pupils access high quality teaching** which takes account of pupil's differing needs, through a differentiated curriculum ensuring each child is challenged in their learning but achieves success. **Differentiated lessons** are planned and taught to match the pupil's level of learning and is part of the schools universal provision.
- ✓ **We have a consistent graduated approach to meeting pupil need** by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach. For pupils with an identified SEN, further support for learning is offered that is appropriate for the individual pupil; for example, further differentiation of teaching resources and curriculum outcomes, adapted homework opportunities, learning resources to support the identified need (IT based equipment, mobility aids, personalised visual aids), further adult support (scribe, reader, prompt, aid to mobility needs).
- ✓ **Where complex SEN are identified**, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists, for example, the outreach teams from Pathfield School and Lampard Community School, the Advisory Teacher for Physical Difficulties, the Child and Adolescent Mental Health Service. The school makes appropriate use of the resources in our delegated budget to support children and young people with additional needs.
- ✓ **The school has directed additional teaching assistant support into the Early Years** to support additional needs at an early stage. This supports early identification of a pupil's lack of adequate progress and an ability to respond and review individual needs. Some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. We use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based. In the early years, the

intervention that may be offered could be additional, smaller group work for fine motor skills, phonics, literacy and maths, funfit, speech and language support and Thrive. This intervention may be planned and taught by a teacher or teaching assistant.

- ✓ **In Years 1 and 2 (Key Stage 1)**, there is opportunity for children to access additional support for phonics (Year 1) and literacy (reading) and maths (Year 2) at a time in the year that meets the children's needs. Children are taught through a mastery approach this means there can be a range of children who have each achieved the same age related objectives and can demonstrate application of their learning at different depths. Children who are at risk of not achieving age related objectives are supported immediately and this enables them to keep up with their peers.
- ✓ **In Key Stage 2**, the children are mixed ability grouped in their year group for literacy and maths with the class teachers identifying children through assessment for learning that have misconceptions and supporting them throughout the lesson. There are teaching assistants across the teaching teams that can support with children identified with SEN. Interventions are run by skilled teaching assistants to support children who are working below age-related expectations. The focus of support and intervention is decided upon through the outcomes of children's assessments and the Pupil Progress Meetings.
- ✓ **The way in which the school spends its resources on additional teachers (Co-heads. Music teacher, art teacher, drama teacher and a MFL/forest school teacher) and using teaching assistants to support teaching within the mainstream class (EY, KS1 and KS2)**, allows children to access first quality teaching, encourages independent learning and allows the school to use staff flexibly to meet the needs of each cohort.

### **How does the school approach the identification of need and the matching of those needs to appropriate provision?**

**The SEND Policy and section 3 of this report**, give further detail on identification of need. Appropriate provision is planned for from the identified needs through:

- ✓ **Teachers assessing the outcomes of their universal differentiated provision** to meet the needs of pupils within their class.
- ✓ **Teachers and the SENCo meet** as required, on a 5 week rotation at team meetings and formally each term for the **SEN data review**. This monitors identification of SEN to ensure it has been matched to appropriate provision and reviews the outcomes of the provision.
- ✓ **The teacher, team leaders, deputy head teacher, SENCo and head teacher**

**meet** each term through the **Pupil Progress Meeting** to review provision and consider changes and outcomes for pupils. This informs part of the 'review' process in the graduated response.

- ✓ **The SENCo analysing pupils' assessment and intervention outcomes** to match provision to areas of need across the school and lead a graduated response to provision through the 'assess, plan, do, review' model (see SEND Policy).
- ✓ **At any stage a pupil, parent, teacher or outside agency may raise a concern** about a child's progress that will be listened to by the teacher or SENCo and an appropriate plan agreed.
- ✓ **The school uses its specialised staff** to plan for provision; the SENCo has achieved the National Award For SEN Coordination and the school has many qualified and experienced teaching assistants with specialist areas as well as thrive trained teachers and TAs to support children with emotional well-being.
- ✓ **Identified need can also be matched to appropriate provision** through a child's personalised plan or ILP. These plans allow for the pupil and parent voice to be listened to and family contributions can be made through the plans.
- ✓ **Further advice from advisory services and outside agencies** regarding strategies for developing practice and removing barriers from learning through the provision offered, can be sought through the SENCo. Referrals for outside support will be discussed with parents; the following consultations and assessments made will contribute to provision made within school.

### How are the school developing their high quality teaching?

- ✓ **The School Development Plan identifies developing high quality teaching** as a priority within school.
- ✓ **The school's senior and middle leaders within school work alongside staff to improve teaching and learning**, through a variety of means, for example supporting planning, being observed, team teaching, leading learning walks, learning conversations, directed time for professional dialogue.
- ✓ **The senior and middle leaders** at times complete joint observations to ensure quality assurance (teacher observation records)
- ✓ **The staff have been able to access ongoing professional development** relating

to 'outstanding teaching' and inclusion.

- ✓ **Teaching assistants receive feedback from teachers following observations** and have opportunities to be included in some whole school training (literacy, phonics, maths, teaching and learning, growth mindset, fluency, ASC and inclusion) and more specific training to their role through their own team meetings.

d) how the school adapts the curriculum and learning environment for pupils with special educational need

### How does the school adapt the curriculum and learning environment?

**The school's mission statement includes a core message on inclusion:**

To give all pupils equal opportunities, regardless of race, culture, gender, academic ability, physical ability or class, providing an environment free from social, sexual or cultural prejudice in which all members of the school community are respected as individuals.

**The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014)** require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.

Some of the ways in which we provide a **highly inclusive curriculum and learning environment** are:

- ✓ ensuring staff have opportunities for **relevant continued professional development** relating to SEND
- ✓ teachers planning with **differentiated and personalised learning opportunities** that allow access and success but ensure challenge
- ✓ providing **visual timetables, writing frames, using mind maps**
- ✓ responding to outside agency advice and providing **specialised resources** where required, for example, move and sit cushions, handwriting boards, technology for support with writing
- ✓ **focused teaching opportunities** within a smaller group
- ✓ **The school is compliant with the Equality Act 2010 and Accessibility legislation.** It is **fully accessible for wheelchair users.** There is a disabled toilet facility for pupils and visitors to the school. We continue to focus on developing our

accessibility and the schools' accessibility plan.

We will make **“reasonable adjustments”** to allow fair access for all users of the school, to date some of these adjustments have included:

- ✓ provision of **specialist equipment for individual pupils**; this has involved equipment that supports pupils with hearing impairments (redcat sound system), physical disabilities, vision impairments, complex learning and communication needs, specific learning disabilities.
- ✓ **liaison with the Occupational Therapy and Physiotherapy Team** and equipment given to the school and some items purchased
- ✓ **liaison with Devon LDP** for specialist equipment relating to IT, Vision and Hearing Impairment
- ✓ **liaison with the school's IT technician** for specific IT programmes or access
- ✓ **liaison with the Advisory Teacher for Physical Difficulties** to ensure children access residential opportunities and the PE curriculum including swimming
- ✓ **additional staff to support access to extra-curricular clubs and opportunities**
- ✓ **liaison with all medical and health professionals** including, school nurse, community nurses, CAMHS, physiotherapists, occupational therapists, speech therapists for advice relating to access to the mainstream curriculum
- ✓ **referrals to outreach staff** at Pathfield School and Lampard Community School, for specialist teaching resources and pupil observations.

e) additional support for learning that is available to pupils with special educational needs;

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

**Decisions made about additional support** are based upon the **‘assess, plan, do, review’** cycle of the graduated response for SEN support (**Code of Practice 2014, SEND Policy**). This involves parents and pupils and they can contribute to this process with teachers, the SENCo and outside agencies if relevant, through the personalised Individual Learning Plan reviews.

## **Funding sources:**

Element 1- funding for all pupils ( this is set nationally by a child's age but is then allocated by Local Authority formulas)

Element 2- funding for the school based upon the Local Authority formula for LCHI (Low Cost High Incidence SEN - AEN funding based on FMS6, IDACI & Prior attainment factors)

Element 3- funding for 'high needs block' for Statements of SEN/EHC Plans /Additional Funding for My Plans

**The funding received by the school** is allocated to sustain specific roles within school which provides additional support for pupils with SEN- see appendix 1.

**The SENCo will liaise with the Co-Head Teachers for each phase and the year 2 and 6 teachers** to arrange access arrangements for children with SEN. The school will **comply with the Department for Education's Access and Reporting Arrangements.**

The **SENCo will keep a record of provision mapping across the school**, detailing provision within school.

f)how the school enables 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 and;

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

**All parents and pupils have access to their class opportunities** for school clubs, trips and residential which are sent out to parents via the school office. All pupils with SEN will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.

**The member of staff responsible for the planned club**, trip or residential will complete a risk assessment for the organised activity and as part of this plan. They will **identify children with SEN** that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given. During this planning, the member of staff responsible will **liaise with parents, child's teacher, Co-Head Teachers and SENCo** if specialist provision is to be made.

**The SENCo will work with the staff member, the provider, the Residential Coordinator, parents, pupils and sometimes outside agencies** to support the pupil's access to activities for their class. This has resulted in many successful opportunities being given to pupils for swimming, attending all class trips, residential to Dartmoor, camping, London, attending a wide variety of after school clubs, including gym club and local/national competitions in a variety of curriculum activities.

**The school provides a high level of staffing at break and lunchtimes** to ensure pupils with social vulnerabilities are supported to engage with their peers or are given the option to, if they chose to do so. Some pupils prefer to spend time alone, playing alongside or on the outskirts of the playground as this is relaxing for them; these pupils are always

identified and monitored to ensure this is the best provision for them. Lunchtime Thrive is run for key children who have been identified. The Co-Head teachers liaise with the Meal Time Supervisor and with the Teaching Assistants and Meal Time Assistants that support children with SEN. The SENCo provides information on Children with Additional Needs to all staff members on Non Pupil Days and throughout the term so that all staff are aware of children with SEN and healthcare needs across the school.

**The teaching assistant team** are directed to work so that their hours are targeted to support children with SEN and this includes the beginning and end of the school day. This can involve support for the transition into school, having handovers with parents or shadowing to ensure safe arrival at a club or access to the library.

**Children with SEND are actively encouraged to contribute to all parts of school life** - there are many examples within school where children with SEND have represented the school in PE events, music events, showed a visitor around parts of the school, taken on roles of responsibility including all children in year 6 being part of the school council. The children are encouraged to reflect on their time at school at the end of year 6. The ethos of the school is that all staff support, encourage and expect children with SEND to contribute to all parts of school life.

**The SENCo, Co-Head Teachers and SEN Governor are responsible for ensuring that the school carries out its duties under the Equality Act 2010.** The SENCo monitors pupils with SEND engagement in extra-curricular activities and identifies any action points within strategic planning. These are then discussed with the Co-Head Teachers and shared with staff and Governors through the School Development Plan.

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

### **What support will there be for my child's overall well-being?**

**Teachers are responsible for the day to day care of all pupils** in their care. If the well-being of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless the concern is a safeguarding concern that may put the pupil in danger.

If there is a **child protection concern raised about a child** then the **Designated Officer for Child Protection, or Deputy Designated Officer**, will act upon the concern following the school's **Child Protection and Safeguarding Policy**.

**Every** pupil is aware they can access help and support from their teacher. The pupils can talk to any member of staff they are comfortable with about an emotional, mental health or social problem they may have. The children have regular assemblies and PSHE lessons on looking after their well-being and strategies given for taking care of themselves with the support from others.

**The Thrive team** provide further emotional, social and mental health support for pupils. This is done through a referral process in school and can be accessed through the pupil's teacher, SENCo or contact through the school office. There are many reasons for referrals, some of which are:

- Family bereavement or separation
- Transition difficulties
- Attendance concerns
- Friendship difficulties
- Changes in behaviours

## Young carers

Referrals are not limited to a specific category and arise out of a need that often pupils or families will approach the school with and ask for guidance, advice, support and to work in partnership with the school to support their child/children.

**A Mental Health Support Team** worker is assigned to the school each week and children can be referred into this service either by a referral made by parents and carers.

**The school can contact the Early Help Team** who may also offer help and support to pupils and families through the **Rights for Children process of multi-agency working with families.**

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

**Parents are encouraged to work with the school** to support a pupil's behaviour and this can involve creating a personalised Behaviour Care Plan together and engaging with the Individual Learning Plan process. Further services can be accessed through engaging with Rights for Children; for example the Behaviour Support Services, CAMHS, Family Intervention Worker and Educational Psychologist.

**Pupils will be offered intervention programmes** to support their behaviour, learning strategies for self-care and responsibility alongside being supported by trusted adults in school and at home; intervention programmes could be Thrive (group or 1:1 sessions) or access to the nurture class.

**The support offered for behaviour and avoiding exclusions** would be based upon a pupil's individual needs but would offer:

- ✓ **Support in class** as needed to support a pupil to settle into a good pattern of behaviour.
- ✓ **Support offered to the teacher** through working alongside the SENCo, Solution focussed coaching and/or Behaviour Support Services with strategies to maintain improved behaviour.
- ✓ **Support offered to the parent** to share consistent approaches and strategies for managing a pupil's behaviour at home and in school; this could include parents attending family thrive.
- ✓ **A Behaviour Care and Personal Handling Plan** if required, this would share a pupils' strengths between home and school, building on success and addressing concerns for development. Procedures linked to behavioural expectation including reward and sanctions would be set up with the pupil, parent and school staff.
- ✓ If an **exclusion** has occurred then the **SENCo and Co-Head Teachers would**



**meet with the family** and a **Support Plan** would be put in place for the pupil. Then the above areas of support which are likely to already be in place would be continued to be assessed, planned, acted upon and reviewed.

- ✓ The school will consider a **managed move to another setting** if it was felt this was in the child's best interest and suited their needs.
- ✓ The **support and usual practice offered for increasing attendance** is that the Co-Head Teachers would meet with a family to discuss the concerns. A referral to the Education Welfare service by the school if further support is required. Further information can be found in the Attendance Policy.

### How does the school manage the administration of medicines and providing personal care?

**The SENCo leads the support for children with medical needs** and liaises closely with the school health team to organise a **Health Care Plan** for any child that has complex medical needs.

**If your child needs to have prescribed medicine within the school day** then contact the office to complete the permission form for administering medicines in school.

**If your child has asthma** there is a school policy that will give further detail but **contact the school office to complete the asthma registration card.**

**The SENCo will liaise with you** and complete a **Toileting Plan/Intimate Care Plan** if your child has personal care needs that will impact on their school day.

**Please see the schools' Medication Policy** for further information.

### How does the school ensure the safety of the children/ young people? How are the children/young people able to contribute their views?

**Detailed information** can be found in the **school's Safeguarding and Child Protection Policies and the Safeguarding Audit** completed by the school.

There are **anti-bullying assemblies, annual e safety education for children and families including an e-safety information evening for parents** who discuss internet safety within the family. Assemblies also inform pupils how they can keep themselves safe both at home and school.

**Outside agencies** such as the life Education Van visit all year groups and tackle issues children may encounter and how to keep themselves safe.

**School Council allow children to contribute their views** about day to day school life and how we can improve provision.

There are **security arrangements in place for the grounds and building.** Visitors have one entrance and are supported by a member of staff.

**Suitable risk assessments are provided for on and off site visits** and especially for

residential visits. Contacts with groups are maintained 24hrs whilst off site. There are supporting policies in place for such excursions. Whilst planning for residential visits, the SENCo liaises with the child/children and families if there are more complex needs and supports the planning process and risk assessment for the residential.

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

### What are the contact details for the school's SENCo?

Miss Tash Summerville is the school SENCO and can be contacted on the school's telephone (01271 342455) or email [tsummerville@sticklepath.org.uk](mailto:tsummerville@sticklepath.org.uk)

Miss Summerville can be contacted by parents via email or contacting the school office to make an appointment.

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.

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

The SENCo has been awarded the **National Award for SEN Co-ordination**.

**The SENCo attends relevant training each year** including attending the SENCo forums, attending Tarka SEND group and the annual SEND conferences as well as the SEND update briefings from Devon LDP.

Thrive trained staff have their CPD training annually to keep up to date with the latest thinking and keep their licences current so they can access Thrive online and assess and review children's emotional developments.

**The staff have a rolling programme of training relating to SEND and the School Development Plan priorities**; this year the focus is on supporting children with ASC and Communication and Interaction difficulties. The support staff are invited to key SEND training and have their own programme of SEND training relevant to their own role. Which are highlighted in appraisal or linked to a whole school focus.

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

### How accessible is the school both indoors and outdoors?

**The school building is accessible for wheelchair users**, with a ramp to access the playground and the new classrooms as well as a disabled toilet for pupils and visitors. The school has visits from OT, PT the visual impairment team and the physical difficulties team and school make the necessary adjustments to ensure children can access the school day.

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

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

Parents are involved in the school in a variety of ways:

- ✓ attending parent workshops

- ✓ **attending their child's class curriculum, parent invitation**
- ✓ **volunteering in school**- listening to readers, being invited in as speakers for a specialist area or area of interest to them that links to the curriculum
- ✓ **supporting pupils** on trips and activities within school
- ✓ being a **Parent Governor**
- ✓ being a member of the **PTFA** and supporting events in school, for example the school discos and summer fayre

If you would **like to get involved further with school life contact the school office** and they will put you in touch with the right people.

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

**Children attend meetings or have an advocate** for them at a meeting, depending on the appropriateness of the meeting and the age of the child; for example at meetings for personalised plans, Individual Learning Plan and annual reviews

**The child may share their views with a chosen member of staff**, teaching assistant or class teacher to represent them at the meeting

**There are various ways in which children's views are collected** within school; pupil voice in school, school council, **questionnaire, SEND consultation.**

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.

In the first instance, **parents should ask to meet with their child's teacher or the school SENCo.** If the matter is not resolved they can ask to **meet with the Head Teacher.** Following this, 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**, if this matter relates to an issue outside of the school's regulation please **consult with school staff so that they can refer the concern to the relative body eg Local Authority, Devon Information Advice and Support for SEND.**

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.

There are a variety of ways in which the governing body meets the needs of pupils with SEND:

- ✓ **Commissioning services for the School** - for example Educational Psychology, Behaviour Support Service.

- ✓ **Reviewing the effectiveness of the service delivered** on an annual basis.
- ✓ There is a **nominated Governor for SEN, child protection, early years** so they oversee SEN, child protection, early years work in school.
- ✓ **The governing body is part of the recruitment and appointment of the SENCo.**
- ✓ **Governors oversee the School Development Plan** which refers to **training planned for staff relating to SEND.**
- ✓ **Governors have opportunities to review policies, including the SEND Policy, SEN Information Report and Disability Equality Policy and Scheme.**

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.

**Family Intervention Workers can be accessed through an Early Help Assessment.**

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.

**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?**

There are transition arrangements in place to support children joining and leaving the school. For example:

**In the early years, staff visit feeder pre-schools to make extra transition provision for children with SEND, mental health, medical needs etc.** Parents are also invited to an **induction meeting** and they have the opportunity to have a tour of the school. Children are invited into their new Reception class for a morning before their starting date, extra visits are available for children who would benefit from a longer settling period. **The SENCo attends all early years' induction meetings** and attends some TAF meetings so parents can share any concerns they may have.

In year 6, **children start transition from year 5** when they are involved in curriculum projects (DT, IT, Languages, PE) with the local secondary schools. In year 6, all children have opportunities to visit their new school, the secondary staff also visit the children at our school, often bringing old pupils to talk to them about their experiences.

**For vulnerable pupils transferring to Park Community School, they attend a transition group for six weeks** to help support them in their strengths for secondary school and also to allow them an opportunity to address any concerns or anxieties. Children are identified for the group by staff, parents or self-referral. This work continues into year 7 when the same Park member of staff meets with the children as necessary to smooth their transition.

**For other secondary schools**, Pilton Community College, South Molton Community College, West Buckland or another setting, **the SENCos from both schools work together to offer a personalised plan of transition**, where it is required.

**The SENCo will liaise with the relevant secondary school SENCo (Lampard Community School, Pathfield School, Marland School) and parents for children with complex SEND.** SENCOs are invited to annual reviews from year 5 and if the child does not have a Statement/Education Health and Care Plan then the SENCO will discuss with parents and agree if a transition meeting should be held with the secondary SENCo. Children are given additional visits and a personalised programme of transition to meet their needs, in liaison with the secondary SENCo.

For mid entry transitions, if a child has complex SEND, the SENCo invites parents to an initial meeting to discuss the transition information shared from the previous school and the parents views of their child's educational progress and SEND.

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

**The Devon Local Offer's website is published**

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

The school's commitment to supporting provision and outcomes for pupils with SEN is evidenced through highly skilled teaching assistants deployed to ensure pupils receive English and Maths differentiated learning from teachers in smaller groups and access to targeted intervention that is proven to make a difference. Funding is also used to support inclusion of pupils with more complex needs through teaching assistants and meal time assistants, access to quality intervention and commitment to ensuring all teachers can deliver quality wave one provision that meets the needs of all children including children with SEND.

Income	£	Comments
<b>Itemised SEN Funding</b>		
<sup>1</sup> Funding within Schools Block to support initial up to £6k of individually assigned resource (Element 2)	183,782	<b>The way in which the school spends its resources on additional teachers (non-class based Deputy, non-class based SENCo, full time Speech and Language teaching assistant, a drama teacher, a music teacher, an MFL teacher, forest school leader) and using teaching assistants to support teaching within the mainstream class (EY, KS1 and KS2).</b> This allows children to access quality first teaching, encourages independent learning and allows the school to use staff flexibly to meet the needs of each cohort. Children with element 3 top up funding receive a combination of additional TA support in wave 1 teacher and access to high quality targeted intervention to make progress towards individualised targets and next precise steps in learning.
<sup>2</sup> Funding within Schools Block to support Low cost High Incidence SEN- AEN (Element 2)	77,217	
<sup>3</sup> Top up funding for individual children (Element 3)	44,495	

<sup>4</sup> Targeted funding from high needs block	0	
<sup>5</sup> Transitional Protection Funding	0	
<sup>6</sup> 5% AWPU (Element 1)	67,718	All children in school have access to provision that will enable them to make accelerated progress. Areas of SEN; C&I, C&L, SEMH and SP all have targeted interventions in school that enable children to get the support they need additional to what is provided through quality wave one provision. Some children will need to access support across all SEN categories including 1:1 Thrive session. The interventions are monitored rigorously and the impact is fed back to parents and the governing body to ensure that money is spent on support that will have the most impact for individual children.
Other (please specify)		
<b>Total income</b>	<b>373,212</b>	

**Information can be found on SBS Calculator\_V2\_Detailed (AEN Funding) and (High Needs Target Funding)**

<sup>1</sup> Table 5 of SBS Calculator

<sup>2</sup> Table 6 of SBS Calculator

<sup>3</sup> Can be found as a line in Table 9 (Line 13). Also as per Element 3 monthly schedule (Summary of IAR from High needs Block)

<sup>4</sup> Table 10 of SBS Calculator

<sup>5</sup> Table 11 of SBS Calculator

<sup>6</sup> Table 8 row 58