

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure-		
What kinds of SEND do pupils in the school have?	- Sticklepath Community Primary Academy is a mainstream primary school with children taught in mixed age/ single year classes. - The school caters for a range of SEND needs; including SEMH, Cognition and Learning, Communication and Interaction and Physical/ Sensory difficulties - Our most recent Ofsted inspection reported “Leaders with responsibility for special educational needs and/or disabilities identify pupils’ needs. Leaders ensure that teaching supports pupils to make progress through the curriculum”	The kinds of special educational needs for which provision is made at school
How do you know if a pupil needs extra help?	- Teachers track pupil progress each half term, completing a class tracker sheet. These are completed using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to the Senior Leadership Team and the SENDCo. - In discussion with the Class teacher the SENDCo and other staff may use a range of assessments/ screening tools to identify areas of need. These may include: Dyslexia screening tool, Sandwell Maths assessments, Thrive profile and HAST-2. - Children are considered to have a SEND if they have been identified as working below ARE and/or children have a need in one or more of the following areas which affects their learning- Speech, Language and communication/Sensory/Physical /Social, Emotional and Mental Health.	Information about the school’s policies for identification and assessment of pupils with special educational needs
Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	We have a graduated response to meeting pupils’ needs; starting with universal provision for all. Quality first teaching is used to ensure all pupils receive the support they need, which involves high quality, inclusive teaching for all pupils. It also includes differentiated and personalised learning, and strategies to support every pupil, including	The school’s approach to teaching pupils with SEND

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
	those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap. ○ At Sticklepath School we have used the Devon Expectations for Inclusive Provision document to develop our universal provision. • Targeted provision is used for pupils who need extra support, with individualised programmes of support and intervention.	
How will the curriculum be matched to my child's needs? Is there any additional support available to help children with SEND?	• If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the <u>Devon Graduated Response Tool</u> to document initial concerns and start to pinpoint areas of need. Whenever concerns are raised, teachers and/or SENDCo will always work collaboratively with parents/carers. • A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have needs which: ○ a significantly greater difficulty in learning than the majority of others of the same age, and/or: ○ prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. • We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing. • Resources are allocated throughout school according to the individual need of children. The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team.	How adaptations are made to the curriculum and learning environment

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
How will the school know how well my child is doing?	- All children with SEND have an Individual Education Plan which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed termly in consultation with parents. - Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies.	Arrangements for assessing and reviewing pupil's progress towards outcomes
How will I know my child is making progress? How do you check on this?	- All children's progress is monitored through the year by class teachers. This is both formative daily assessments, linked to learning activities and used to plan next steps, and summative assessment tests. - For children with SEND, there may be other assessments which link to targets on their IEPs, which are evaluated at the end of a 10-week intervention cycle. IEP targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. IEP reviews are sent home for parents information termly and these targets are constantly reflected upon in school.	How the effectiveness of provision is evaluated
How will my child be included in activities outside the classroom, including school trips?	All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support.	How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND
How will you support my child's overall well-being?	- All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff. - School has a Designated Safeguarding Lead (Sam Warner) and Deputy Safeguarding Lead (Tash Summerville) as well as safeguarding officers (Bridget Phillips, Holly Pennington, Lorraine Tardito, Debbie Palmer, Chloe Hardman).	Support for improving emotional and social development

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
	- School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies (supporting children with medical conditions policy and the First Aid Policy) - We will always work collaboratively with parents to make sure that children have a successful time at school <i>How do pupils contribute their views?</i> Pupils share their views through conversations with trusted adult verbally and through questionnaires if appropriate.	
Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	- The school shares progress information with parents/carers by holding termly parent meetings, reviewing IEPs, Annual Reviews of EHCPs and in some cases Team Around the Family meetings and end of year reporting - There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if and when appropriate. - There are other opportunities for involvement and consultation with parents. For example, Open days, meet the teacher sessions, parent forums, parent/child activities etc - The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum overviews/Tapestry/parent newsletters.	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education
How will my child be able to share their views?	- The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews - Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.	Arrangements for consulting with children with SEND and involving them in their education

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
How will you support my child when he/she joins your school or moves class or transfers to a new school?	We recognise the importance of ensuring a high quality transition regardless of the stage. Pre-School to school ○ Home visits ○ Stay and play sessions ○ Staff communication with Pre-school ○ TAF (Team Around the Family) meetings ○ In-school transfers ○ Transition mornings in school ○ Staff handover meetings ○ Enhanced transitions to further support children (Extra time in class, photo packs etc) Secondary Transfers ○ Induction days ○ Staff communication with the secondary school ○ Transition information/passports ○ Enhanced transition days	Arrangements for supporting pupils moving between phases of education and preparing for adulthood
Staff skills and wider support		
What skills do the staff have to meet my child's needs?	<i>What is the school's approach to CPD for staff which enables them to support pupils with SEND?</i> Staff meetings Twilight sessions TA CPD sessions - inhouse/outside agencies Outside agencies such as school nurse, Communication & Interaction Team	The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
What specialist services are available at or accessed by the school?	Professional dialogues including Professional Consultations with Educational Psychologist Teacher CPD sessions – inhouse/outside agencies Online training <i>How does the school prepare for new children coming to the school who have needs that they have not previously supported?</i> Transition meetings with pre-schools Transition meetings with parents Transition meetings with outside agencies Attendance at TAF meetings Sharing of documentation between home, pre-schools and school Taster days Phrased entry to school Liaising with the SEND Statutory Team <i>Are there any specialist staff in school? What are their qualifications?</i> Thrive trained practitioners Attachment Based Mentoring TAs trained from the Speech and Language team Funfit and High 5 trained staff Bereavement trained staff <i>What external support services can the school access?</i> ○ Educational Psychologist (independent and Devon) ○ Communication and Interaction Team ○ Speech and Language Therapists ○ Occupational Therapists ○ Children and Adult Mental Health Service (CAMHS) ○ Mental Health Support Team (MHST)	How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
	○ Family Support Workers ○ School nurse ○ Bladder & Bowel ○ Children Centre ○ Physiotherapists ○ Early Years Consultants ○ Nursery Plus ○ Early Years Complex Needs Service (formerly Portage) ○ Bereavement support (Families in Grief) <i>Which professionals and organisations provide support to pupils?</i> ○ School Nurse ○ YSmart ○ Young Carers ○ Speech and Language Therapists ○ Occupational Therapists ○ Physiotherapists ○ Communication and Interaction Team ○ Behaviour Support <i>Have any staff members undertaken specialist training to support specific roles?</i> ○ Attachment Based Mentoring ○ Thrive ○ ACEs ○ Lego therapy ○ Speech and Language training <i>What other services are accessed from health and social care?</i> ○ Family Intervention Teams ○ Domestic Abuse Counselling Service (DACS)	

SEND Information Report

<i>Parent/Carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
	North Devon Against Domestic Abuse (NDADA)	
What happens if my child needs specialist equipment? How accessible is the school and how does it arrange the facilities children need?	<i>What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</i> If specialist equipment is needed then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school. <i>How does the school make best use of resources in its delegated budget?</i> <i>Is the school fully wheelchair accessible?</i> The majority of areas in our school are wheelchair accessible (Accessibility policy) <i>Are their disabled changed and toilet facilities? Does the school have disabled parking bays?</i> Our school has disabled toilet facilities (Accessibility policy) <i>Have the auditory and visual environments been audited?</i> The school can use auditory equipment in classes where needed. Font and displays use clear font and environments are uncluttered. Large font is used when necessary (Accessibility policy)	How equipment and facilities to support children with SEND will be secured
How will my child manage tests and exams?	<i>What access arrangements are available if appropriate for examinations?</i> Additional time Scribes Movement breaks <i>How are decisions about support made and how are families involved in this process?</i> Discussions to be had with parents, class teacher and SENDCo regarding support in place and actions moving forwards	Information regarding access arrangements

SEND Information Report

Accessing advice and support		
What should I do if I think my child may have a special educational need or disability? What do I do if I'm not happy or if I want to complain? Where can I get information, advice and support? Where can I find out about other services that might be available for our family and my child?	If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo. <i>Who is the SENCO and what are their contact details? When and how is the SENCO best contacted?</i> Tash Summerville-available every day. Contacted through the school office on 01271342455 or via admin e mail, please write FAO SENCO in Subject line (sticklepath@thsp.org.uk) The school SEND Governor can also be contacted for support <i>Who is the Governor responsible for SEN and what are their contact details?</i> Sara Wearne (sara.wearne@thsp.org.uk) <i>What is the school's approach to resolving concerns?</i> <i>At Sticklepath School we will listen carefully to parental concerns, make a plan of action together on ways to move forward and ensure the actions are completed and review in a timely manner.</i> <i>Who can families talk to if they are worried?</i> <i>Families should talk to the child's class teacher if concern. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are concerned.</i>	Contact details for the Special Educational Needs Coordinator Arrangements for handling complaints from parents of children with SEND Contact details of support services for parents of pupils with SEND The school's contribution to the local offer and where the LA's local offer is published

SEND Information Report

How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. IEP's will be reviewed with your involvement each term.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Where can the formal complaints policy be found and what are the key points?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Co-Head teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the School Community Board. A copy of the school's Complaints Procedure is available on request from the school.

SEND Information Report

How does the school signpost families to services that can provide additional support?

The SENDCo will be able to support parents further by signposting them to relevant services.

The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: <https://devonias.org.uk/>

How does the school link to the LA local offer and how is this information made available to parents/carers?

How has the school contributed to the LA local offer

Where can the LA local offer be accessed?

The Children and Families Bill will become 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.

The support provided by Devon Local Authority for children with SEN and disabilities can be found at

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