All Devon Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

**What is the Local Offer?**

**The LA Local Offer**

* 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. The DCC Local Offer can be found at <https://new.devon.gov.uk/send/>
* 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 School SEN Information Report**

* This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

**What can we at school offer you?**

For further information on how we can support your child please read through the following questions:

**1. Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs or Disabilities (SEND)?**

**The class teacher** Responsible for:

* Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
* Writing Pupil Progress targets/Individual Education Plans (IEPs), and sharing and reviewing these provision maps with parents at least once each term and planning for the next term.
* Personalised teaching and learning for your child as identified on the school’s provision map.
* Ensuring that the school’s SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**The SENDCo: Mrs Julie McMorine** Responsible for:

* Developing and reviewing the school’s SEN policy.
* Co-ordinating all the support for children with special educational needs or disabilities (SEND)
* Ensuring that you are:

i) involved in supporting your child’s learning

 ii) kept informed about the support your child is getting

 iii) involved in reviewing how they are doing.

* Liaising with all the other people who may be coming in to school to help support your child’s learning, e.g. Speech and Language Therapy, Educational Psychology.
* Updating the school’s SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept.
* Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Head teacher: Mr Jeremy Cooper** Responsible for:

* The day-to-day management of all aspects of the school; this includes the support for children with SEND.
* The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child’s needs are met.
* The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor: Dr Ruth Tapsell** Responsible for:

* Making sure that the necessary support is given for any child with SEND who attends the school.

**2. What are the different types of support available for children with SEND in our school?**

**a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

 For your child this would mean:

* That the teacher has the highest possible expectations for your child and all pupils in their class.
* That all teaching is built on what your child already knows, can do and can understand.
* That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
* That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
* Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**Specific group work**

 Intervention which may be:

* Run in the classroom or an intervention room.
* Run by a teacher or a teaching assistant (TA).

**b) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

**SEN Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

* Local Authority central services, such as the ASC Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
* Outside agencies such as the Education Psychology  (EP).

**What could happen?**

* You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child’s particular needs better and be able to support them more effectively in school.
* The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**c)  Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). 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 Teaching and intervention groups (“Including All Children” documentation from LA).

Your child will also need specialist support in school from a professional outside the school.

This may be from:

* Local Authority central services such as the ASC Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
* Outside agencies such as the Speech and Language Therapy (SALT) Service.

**For your child this would mean**

* The school (or you) can request that Local Authority Services carry 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.
* After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the current support.
* After the reports have all been sent in, the Panel of Professionals will decide if your child’s needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
* The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
* The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

**3. How can I let the school know that I am concerned about my child’s progress in school?**

* 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 Special Education Needs/Disabilities Co-ordinator (SENDCo).
* The school SEN Governor can also be contacted for support.

**4. How will the school let me know if they have any concerns about my child’s learning in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

* Listen to any concerns you may have.
* Plan any additional support your child may need.
* Discuss with you any referrals to outside professionals to support your child.

**5. How is extra support allocated to children and how do they progress in their learning?**

The school budget, received from Devon LA, includes money for supporting children with SEN.

* The Head Teacher and SENDCo decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
* The Head Teacher and the  SENDCo  discuss all the information they have about SEND in the school, including:

the children getting extra support already,

the children needing extra support,

the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

* The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. This also includes costings. Outcomes are decided jointly between intervention leaders and class teachers and next steps identified after the intervention. Clear and concise records are kept of all interventions with entry and exit data shared with the SENDCo.

**6. Who are the people providing services to children with SEND in this school?**

**School provision**

* Teachers responsible for teaching SEN groups/individuals on a part-time basis.
* Teaching Assistants and HLTAs mainly working with either individual children or small groups.
* Learning Mentors, Teaching Assistants or HLTAs offering support for children with emotional and social development through our THRIVE programme.

**Local Authority Provision delivered in school**

* Educational Psychology Service
* Sensory Service for children with visual or hearing needs
* SALT (Speech and Language Therapy)

**Health Provision delivered in school**

* School Nurse
* Occupational Therapy
* Physiotherapy
* CAMHs

**7. How are the teachers in school helped to work with children with SEND and what training do teachers have?**

The SENDCo’s job is to support the class teacher in planning for children with SEN.

* The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Condition (ASC), THRIVE and speech and language difficulties.
* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AOT) service.

**8. How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child’s needs are met.

* Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
* Specific resources and strategies will be used to support your child individually and in groups.
* Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.

**9. How will we measure the progress of your child in school?**

Your child’s progress will be continually monitored by his/her class teacher.

* His/her progress will be reviewed formally with the Literacy and Numeracy Subject Co-ordinators and SENDCo every term in reading, writing and numeracy. These are then shared with the Head Teacher
* Where necessary, children will have an IEP based on targets set by outside agencies specific to meet their needs. Targets will be set and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
* The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child’s education.
* The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
* Regular book scrutinies and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

**10. What support do we have for you as a parent of a child with SEND?**

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.
* Personal progress targets /IEPs will be reviewed with your involvement every term.

**11. How is Appledore School accessible to children with SEND?**

* The school is fully compliant with DDA requirements.
* The school is on a single level site with easy access and double doors and ramps.
* There is a disabled toilet.
* We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
* Before and after school provision is accessible to all children, including those with SEN. (AOOSC)
* Extra-curricular activities are accessible for children with SEN.

**12. How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is a smooth as possible. The DAF process will support the transition process.

**If your child is joining us from another school:**

* The SENDCo will liaise with the previous school and speak to the SENDCo.
* Your child will be able to visit our school and stay for a taster session, if this is appropriate.

**If your child is moving to another school:**

* We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
* We will make sure that all records about your child are passed on as soon as possible

**When moving classes in school:**

* Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. All information will be shared with the new teacher.

**When moving from Year 6 to Secondary School**

* The SENDCo will arrange for the staff from local secondary schools to become involved with your child in Year 5 at Annual Review if appropriate.
* Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. This may include a bus journey to the new school, a lunchtime activity etc.
* Staff from the new school will visit your child in class and meet with the SENDCo.
* The SENDCo is available to make visits with parents to secondary schools and discuss choices if required.

**13. How will we support your child’s emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

* THRIVE
* Social skills groups run by Learning Mentor

SEN Useful Links:

**Devon Information Advice and Support for SEND** [**www.devonias.org.uk**](http://www.devonias.org.uk)

**Devon Parent Partnership Service (Support with Parenting)** [**www.parentpartnershipdevon.org.uk**](http://www.parentpartnershipdevon.org.uk)

**Family Information service in Devon** [**www.devon.gov.uk/disc**](http://www.devon.gov.uk/disc)

**Devon Multi-Agency Safeguarding Hub (parent fact sheet)** [**www.devon.gov.uk/mash-parentsfactsheet.pdf**](http://www.devon.gov.uk/mash-parentsfactsheet.pdf)

To Include:

SEN Policy

Disability Equality Scheme

Devon Assessment Framework (DAF)