

Appledore SEN Information Report 2017-2018

1. The kind of special educational needs for which provision is made at Appledore School.

- We monitor the progress of all pupils from their entry into school in Reception to when they leave at the end of Key Stage 2.
- We listen to the pupil.
- We listen to parent/carers.
- We are able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with SEN.
- In consultation with parents/carers, we will decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of the child's difficulties.
- We are able to identify barriers using our knowledge and understanding of the four primary areas of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of, other special educational needs.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to a profound and multiple learning difficulties (PMLD). Cognition and Learning needs include:

- **Specific learning difficulties (SpLD):**
Children with SpLD will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD):**
Children are likely to need support in all areas of the curriculum and have difficulties with mobility and communication.
- **Profound and multiple learning difficulties (PMLD):**
Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI – sometimes referred to as Deafblind)
- Physical disability (PD)

2. Information about Appledore school's policies for the identification and assessment of pupils with special educational needs.

- We pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches.
- We provide teaching and support staff with comprehensive guidance in relation to identification processes.
- We have clear processes for staff and parents/carers to raise concerns, regarding pupil progress and learning.
- We use a range of appropriate screening and assessment tools to identify needs.
- We gather evidence of pupils needs.
- We have a designated teacher who is responsible for co-ordinating SEN provision.
- We inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision.
- We inform pupils when they are having special educational provision and have processes in place for the pupils to provide feedback.
- We identify the nature of each pupil's SEN need.
- We regularly review the SEND register and processes used for identifying and making needs known.

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Co-ordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

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. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

ASSESS, PLAN, DO AND REVIEW

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** 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.

3. Information about Appledore 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;

- We have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to staff appraisal.
- We evaluate the quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations.
- We regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils.
- We review attendance and exclusion data for SEND pupils.
- We track the progress of different pupils groups and cohorts – eg Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
- We monitor the impact and successes of specific interventions.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

The governors' role with regard to SEND provision at Appledore School includes:

- Setting up appropriate staffing and funding levels to meet the needs of all the children.
- Ratifying the school's SEND policy.
- Setting performance management targets for the Head Teacher, some of which may include SEND matters.
- Appointing a governor [This role is currently undertaken by Dr Ruth Tapsell] who holds specific responsibility for SEND at the school who reports to the Governing Body on SEND matters.
- Identifying a 'responsible person' to oversee the effective management of SEND provision at the school. (This role is currently undertaken by Mrs Julie McMorine SENDCo)
- Updating own knowledge and understanding about SEND provision at the school, including how funding, equipment and personnel resources are deployed.
- Updating own knowledge and understanding of special educational needs.
- Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEND provision is continually monitored.

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

- We ensure that procedures are in place for consulting and working in partnership with parents and pupils.
- We track and monitor pupil progress on a regular basis and communicate this information effectively to parents.
- We identify aspirational key outcomes for individual pupils and develop clear steps to achieve these.
- We ensure the robust use of school data to identify, monitor and respond to the progress of pupils with SEND.
- We ensure reliability of data gathered through triangulation of evidence, including work

analysis, discussion with staff/pupils, observations and learning walks.

- We have clear monitoring processes in place, including scrutiny of pupil books and work analysis that are effective in closing the gap of vulnerable pupils.
- We ensure that every teacher is responsible for pupil progress in their class, and that this information feeds into wider school processes that monitor pupil progress effectively.
- We ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly.
- We evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e My Plan DAF2a).
- We gather pupil feedback as part of the process to review quality of intervention and provision.
- We hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least once per term).

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

- We ensure all pupils access high quality teaching which takes account of pupil's differing needs.
- We use of best endeavours to secure the special educational provision required for the pupils needs.
- We make appropriate use of the resources in our delegated budgets to support additional needs.
- We identify early a pupil's lack of adequate progress and review individual needs.
- We recognise that some pupils may only need modifications to the teaching approaches, classroom organisation or resources as part of the differentiate curriculum.
- We differentiate lessons to match the pupil's level of learning as part of the schools universal provision.
- We have a consistent graduated approach to meeting pupils need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach.
- 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.
- We know to seek further advice from advisory services and outside agencies for developing practice in order to remove barriers to learning.

Class teachers are responsible for:

- Planning and teaching *differentiated* programmes of work for children with SEND.
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual apparatus for work with children with SEND.
- Empowering children with SEND to become as independent as possible.
- Consulting with specialists / Head teacher / SENDCo in order to build on a range of teaching strategies and approaches appropriate for pupils with SEND.
- Updating own knowledge and understanding of matters pertaining to SEND.
- Writing and reviewing with full involvement of parents of DAF2 My Plans/ Provision Maps
- Liaising with the SENDCo on the above responsibilities and seeking necessary advice.
- Deploying and monitoring additional support staff effectively to maximise *all* children's learning opportunities.
- Informing and assisting additional support staff working with children with SEND.

The role of Teaching Assistants:

- Supporting children with SEND to achieve their individual targets.

- Working in partnership with the class teacher, SENDCo and other related professionals.
- Supporting children with SEND to form friendships amongst their peers and generally raising their feeling of well being.
- Empowering children with SEND to become as independent as possible.
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.
- Contributing to the assessment of children with SEND and monitoring their progress in collaboration with the class teacher.
- Contributing to reviews of children with SEND where possible
- Updating own professional development particularly with regard to understanding special educational needs

d) How Appledore School adapts the curriculum and learning environment for pupils with special educational needs;

- We ensure all pupils access high quality teaching which take account of pupil's differing needs.
- We use our best endeavours to secure the special educational provision called for by the child's needs.
- We differentiate lessons to match the pupil's level of learning.
- We have a consisted graduated approach to meeting pupil needs by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach.

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

In addition to the ways in which T.A.s support SEND pupils LSAs are responsible for:

- Working with statemented pupils on a 1:1 basis in the classroom, as part of a group of children or in the playground where it is specified in the child's statement.
- Contributing to the EHCP and Annual Reviews of statemented children.

f) How Appledore 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;

- We carry out our duties under the Equality Act 2010
- We promote positive outcomes in the wider areas of personal and social developments and ensure that the approaches used are based on the best possible evidence and are having the required impact.
- We promote the health and well-being of each child by supporting them to access extra-curricular activities.
- We monitor SEND pupil's engagement with extra-curricular activities.
- We ensure that children with SEN engage in activities of the school alongside pupils who do not have SEN.
- We review the Equality Information and Objectives (accessibility plans) regularly.

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as there is a lift, and has disabled toilet facility. Appledore School works hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

g) Support that is available for improving the emotional, mental and social development of

pupils with special educational needs

- We promote the health and wellbeing of each child by supporting them to access extra-curricular activities.
- We regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils.
- We review attendance and exclusion data for SEN pupils.
- We provide a safe environment for children and recognise that the well-being of all children includes physical, mental and emotional well-being as well as protection from abuse.
- We are aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs.
- We assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties.
- We ensure appropriate provision is in place, such as additional 'learning mentor' support for those pupils identified with social, emotional and mental health difficulties.
- We regularly review our SEN, anti-bullying and behaviour policies.
- We have pupil forums, with the house captains, to provide feedback.
- We have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support.

4. The name and contact details of the SEN Co-ordinator.

The SENCO at Appledore School is:

Mrs Julie McMorine (The National Award for Special Educational Needs Coordination)

Email: jmcmorine@appledore-primary.devon.sch.uk

Telephone: 01237 474365

Available to meet parents: Mondays by appointment

5. Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured.

- We regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high quality teaching.
- We use our best endeavours to secure the special educational provision called for by the child's needs.
- We adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with the diverse range of needs.
- We ensure that the SENCO has sufficient designated time to fulfil her role adequately.
- We ensure the SENCO is on the SLT in order to input on whole school strategy with regard to SEN provision.

We have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book/Works Cited

There are no sources in the current document.

- scrutiny and pupil observations.

The School is supported by a wide range of different agencies and teams. The schools SEND Information report details which agencies the school have worked with in the last 12 months.

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

- We make appropriate use of the resources in our delegated budgets to support children with additional needs.
- We use our best endeavours to make sure that a child with SEN gets the support they need.
- We pay regard to the criteria and understand the processes (DAF2a, 3) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need.
- We understand the processes that govern access to external support services and agencies and access the training and support that they can offer our staff.
- We remain up-to-date with all statutory moving and handling training, where required.
- We have a disabled toilet in the main school building which is accessible for all wheel chair users.

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

- We make arrangements for providing SEN children and their parents with advice and information about matters relating to SEN and disability.
- We ensure decisions are informed by the insights and parents and those of children themselves.
- We inform parents when we are making special education provision for their child and have processes in place for families to provide feedback on provision.
- We ensure parents are fully aware of the planned support and interventions.
- We ensure there is a clear date for reviewing progress and agree how parents can help achieve the expected outcomes.
- We carry out annual reviews.
- We use the Devon Assessment framework (DAF) process as an appropriate person-centred planning approach to put the child and their family at the heart of planning and reviewing of provision.
- We encourage the active participation of the child and their parent/carer.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Appledore School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo at least once a year formally. The SENDCo is happy to meet with parents/carers, without prior

arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These 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.

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

- We ensure decisions are informed by the insights of parents and those of the children themselves.
- We inform pupils when we are making special educational provision for them and have processes in place for them to provide feedback.
- We ensure pupils are aware of the planned support and interventions.
- We ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes.
- We establish processes to facilitate feedback from pupils, including pupils with SEN, e/g/ pupil voice and house meetings.
- We encourage the active participation of our pupils.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made in Appledore School.

Parents are asked to discuss any problems with the class teacher in the first instance. If difficulties cannot be resolved with the class teacher, the SENDCO and then the Head teacher should be involved. It is hoped that any difficulties or complaints can be resolved informally, but if a parent wishes to make a formal complaint, they should write to the Chair of Governors.

Responding to Complaints

In the first instance, parent 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 the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appledore School's complaints policy can be found with the parent section on the school website <http://www.appledore-primary.devon.sch.uk/>

External support can be accessed through DIAS (Devon Information Advice and Support)

<https://www.devonias.org.uk/>

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.

- When appropriate Appledore seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Services, et in order to gain a better understanding of pupil's needs.

For 2016/17 academic year, Appledore School has bought into the Educational Psychologist support package from Babcock Education, 4 x 6 hours per year. They provide assessment and advice on children with additional needs and DAF/statutory assessment report writing. The Head teacher is the named person for child protection and safeguarding, he liaises with CYPS-Social Care if there is a concern for a child's safety or welfare and the school receives regular visits from the Education Welfare Service to discuss attendance and any children causing concern. There is an additional 6 hours SEN strategic leadership support time with the county SEN lead.

11. The contact details of support services parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Admission arrangements for children with SEND entering a mainstream class are the same for all pupils. For those children with a Statement of SEND/EHC Plan and a mainstream placement, it is the SENDCo's responsibility to ensure that information relating to the child's special needs is made known to the new class teacher. Where a child experiences difficulty settling into school, the SENDCo will support the transition by contacting the child's previous school/setting and acting on advice received.

Devon's Local Offer for SEND provides clear, up-to-date information on the services and support for children and young people with special educational needs and disabilities. The local offer covers provision for children and young people with SEND from birth to 25 and includes information on education, health and social care services and how to access them.

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

12. Appledore's arrangements for supporting pupils with special educational needs in a transfer between phases of education (primary to secondary schools).

- We begin transition planning as early as required for our SEN children.
- We establish clear links with the receiving schools.
- We monitor the on-going transition process, building on previous assessments and reviews.
- We identify aspirational key outcomes and secure appropriate provision to achieve outcomes.
- We ensure that planning and provision takes into account the pupil's next phase of education and take steps to prepare pupils accordingly.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.