



SEND Information Report

Totnes St John's C of E Primary School



The governing body or proprietor of every maintained school, maintained nursery school and academy school (other than a special school established in a hospital) must publish an information report on its website about how it implements its policy for pupils with Special Educational Needs (SEN). It must be kept up to date and published annually.

This report reflects those requirements, which are set out in Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014.

School policy and procedure

What kinds of SEND do pupils in the school have?

Pupils at our school have a range of special educational needs and disabilities (SEND), including:

- difficulties with communication and interaction, including speech and language
- learning difficulties
- autistic spectrum disorders
- sensory needs
- physical needs, including visual impairment
- social, emotional and mental health (SEMH) needs .

How do you know if a pupil needs extra help?

All staff are aware of our process for identifying pupils who might need extra help. We use the Graduated Response assessment tool to highlight a pupil's main areas of need.

We carry out regular, full-class academic assessments such as:

- teacher assessments and standardised tests.
- phonics screenings
- assessments of reading age.

We also screen for Speech and Language difficulties.

We use our SEND process to highlight any pupils who may have unidentified needs, such as:

- Speech and Language assessments (using Speech and Language Link)
- assessments of social and emotional health, using the Boxall Profile.

Taken all together, these assessments highlight any children who may be finding learning difficult and/or who are not making enough progress. Some pupils benefit from additional diagnostic assessments to identify areas of strength and difficulty.

If a pupil's needs are more complex, we ask for specialist outside support, including from the school's Educational Psychologist. We work very closely with outside agencies to ensure that the results of any assessments a pupil might need are returned to us as soon as possible so that we can act quickly.

Day-to-day support

How do teachers help pupils with SEND? How will the school support my child?

As a mainstream school, we strongly believe in inclusion. Pupils who have SEN are taught alongside their peers.

To begin with, 'quality first teaching' means that teachers and support staff make sure the curriculum meets the range of needs and abilities in each class. This might include varying the pace of the teaching, chunking the lesson into achievable steps, using adults to support children, choosing a range of resources to meet needs, including ICT, and so on. We want all pupils to feel successful.

To achieve the best they can, some pupils need extra support such as small group interventions, additional support from teaching assistants or pastoral assistants, 1:1 teaching or additional equipment. We can draw on a range of expertise, experience and links to other agencies to make sure we meet the learning needs of all pupils.

Pupils who require SEN support and those who have education, health and care plans (EHCPs) are all part of the school's Plan, Do, Review process. These pupils have individual learning plans (ILPs) We review these regularly, and update and share them with the pupils and their parents.

Pupils with more complex needs or whose progress is still slow, despite the quality first teaching, targeted interventions and ILPs, become part of our team around the family (TAF) process. This means we hold regular meetings with their families, relevant staff and any outside agencies to set up a more detailed Plan, Do, Review process. These meetings are held every six to eight weeks.

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

Matching the curriculum to pupils' needs can be thought of at three levels: Universal, Targeted and Specialist.

- Universal support includes Quality First Teaching and in-class support.
- Targeted support includes individual or small-group interventions that are above and beyond those that happen in the main classroom.
- Specialist support includes advice from outside agencies, programs matched to each child's needs, as well as specific plans and targets for the child to work towards.

Parents are involved in any decisions we make.

	<p>We use our 'Plan, Do, Review' document to make sure that our interventions and support are effective in matching the curriculum to each pupil's needs. A review every six to eight weeks checks on the progress individual pupils are making.</p>
<p>Is there any additional support available to help children with SEND?</p>	<p>Additional help is available for children with SEND. We work closely with outside agencies including DIAS (Devon Information, Advice and Support).</p> <p>Other services we can call on include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Special Educational Needs, Disability and Inclusion Advisory Team • Social, Emotional and Mental Health (SEMH) Service • Speech and Language Therapy • Occupational Therapy • Community Nursing Team • Child and Adolescent Mental Health Services (CAMHS) • Communication and Interaction Team • Deaf and Hearing Impairment Team • Visual Impairment Team • Inclusion Service • Physiotherapy team • Early Help.
<p>How will the school know how well my child is doing?</p>	<p>If a pupil is having targeted or specialist provision, we review progress every six to eight weeks or after a particular intervention. The method of assessment and review depends on the type of intervention the pupil is part of.</p> <p>If the pupil is having interventions to tackle cognition and learning difficulties, the teaching assistant who leads these keeps a record. This is updated after each session and used to plan the next steps. The records help us to make sure that the intervention is the right one for the pupil.</p> <p>If the pupil has Speech and Language needs, their targets come from Speech and Language Link (online screening programme) or from the speech and language therapist, depending on the level of need.</p> <p>If the pupil has social, emotional or mental health needs, we use the Boxall Profile to guide us.</p>

	<p>If the child and family are part of the Team around the Family (TAF) process, we share information at the regular meetings. We also review the targets, strategies and interventions.</p> <p>The targets set for the pupils will be SMART. That means they are:</p> <ul style="list-style-type: none"> - Specific – detailed and matched exactly to what each pupil needs - Measurable – so that we will be able to know how much progress the pupil has made - Achievable – so that the target makes sense to the pupil - Relevant – so that they focus on exactly what each pupil needs - Time-bound – so that we have a date when we must look at whether the target has been met or not.
<p>How will I know my pupil is making progress? How do you check on this?</p>	<p>We review the progress of each pupil regularly, as well as whether the intervention itself is effective. If we think the intervention is not effective, we alter or adjust the strategies. The process of reviewing interventions and progress is part of our Plan, Do, Review cycle.</p> <p>What we find out is fed back via the teacher and, if necessary, also through meetings. Any parent can speak to their child’s teacher at any point and/or contact the SEND Team. (The details are on the final page.)</p> <p>If a pupil has made little or no progress, even after we have tried a range of interventions and strategies, it is likely that we will contact specialists for extra guidance.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All learning journeys include real-life experiences and visits. All pupils who have SEND are included in school performances, school visits, extra-curricular activities and residential trips. We make sure that pupils who have medical needs are also fully included.</p> <p>We complete risk assessments for all off-site visits so that we keep all pupils safe.</p> <p>We discuss individual requirements with parents and agree with them how their child can be fully included, taking account of individuals’ needs and parents’ knowledge of their child. If a child needs support with personal care, an intimate care plan will already have been completed with the parent (and the child – where appropriate).</p>
<p>How will you support my child’s overall well-being?</p>	<p>We have a range of provision for pupils who need support with their well-being, whether emotionally, socially, or for their mental health.</p>

Through play and by providing all pupils with a safe place and trusted adults, we help them to explore their emotions and their social needs. We ensure all pupils are respected and we help them to reflect upon how they are feeling.

We provide targeted and specialist provision when it is required. If necessary, we can allocate a named adult to a pupil and they will be able to have time with that adult at least weekly. If appropriate, there may be a team of such adults.

Should the need arise, we can assess and support pupils through using the Boxall Profile and other specialist interventions.

A pupil who has a medical health condition will have a Health Care Plan, completed by the parents with the support of the SENDCo. The plan would include any medicinal needs as well as emergency procedures and specific interventions. The school will accept and administer any prescribed medication, if parents give us written consent. Staff follow specific rules to record how they administer medicines and how they report this to parents.

Named adults are responsible for the storage of asthma inhalers and for helping pupils to use them.

If we have to complete observations, such as how much a pupil is eating, we can give this information to the parent as and when needed, for example by using a home-school diary.

If an incident, accident or emergency happens during the school day, we contact the parent by phone to let them know. It is very important that the school office has up-to-date contact details for parents and carers.

If a pupil is at risk of exclusion because their behaviour is challenging or dangerous, the SENDCo will arrange a meeting with parents, the class teacher and other key adults. At that meeting, we complete an individual behaviour care plan. It is shared with all key adults and reviewed and updated regularly.

The SENDCo may also arrange further multi-agency support. We work very closely with outside agencies, including the Inclusion Team, the local educational welfare officer and the educational psychologist. We want to make sure we are supporting children and their families so that we reduce the likelihood of exclusions and improve children's attendance.

Risk assessments are completed to ensure the safety of all pupils and the staff working with them.

	<p>For new children who have special needs, the class teacher or SENDCo are the first contacts, whatever year the pupil joins us. Our first step is to have an in-depth conversation to find out how we can best support the child.</p> <p>We might also arrange a meeting that involves a wider group of people: the parents, class teacher, previous school or childcare provider and the SENDCo. During this meeting, our SEN Team, with the parents, decides if any referrals or assessments can be carried out before the child starts at our school or whether we need more evidence first.</p> <p>A transition plan can be put in place so that, when the child is ready to start with us, we have all the information we need to make sure the class teacher and support staff can support the child from the very beginning. Children who need additional support have individual support plans.</p> <p>At key points, we give all pupils extra support, for example when they move from Year 2 to Year 3, when they move from Year 6 to secondary school, and also when they leave us for a new school, perhaps because the family is moving away.</p> <p>We have close relationships with local secondary schools, as well as other schools and settings. We work with them to transfer information and support pupils.</p> <p>For pupils who have SEND, we have meetings with the transition staff from the other schools. We give them academic and other information once we have confirmed officially that the pupil has a place at the new school.</p> <p>The SENDCo/SEND Lead, Safeguarding officer, the senior leadership team and the class teacher are all responsible for providing this support and information. They work closely as a team.</p>
<p>Staff skills and wider support</p>	
<p>What skills do the staff have to meet my child's needs?</p> <p>What specialist services are available at or accessed by the school?</p>	<p>Staff have a range of specific skills that we can draw on to support pupils. Individual staff have undertaken specialist training, such as on dyslexia, Foetal Alcohol Syndrome Disorder, Passive Intervention and Prevention Strategies and Trauma Informed Practise. We deploy teaching assistants carefully to match pupils' needs, moving those staff to different classes as necessary to make the best use of the support they can provide and the experience they have gained.</p>

	<p>We have access to a range of professionals and specialists that we can call on for advice, training and support for children who need specialist help.</p> <ul style="list-style-type: none"> • Educational Psychology Service • Special Educational Needs, Disability and Inclusion Advisory Team • SEMH team • Speech and Language Therapy • Occupational Therapy • Community Nursing Team • Child and Adolescent Mental Health Services (CAMHS) • Communication and Interaction Team • Deaf and Hearing Impairment Team • Physiotherapists • Inclusion Service • Early Help • Family Practitioners Disabled Children's service <p>In addition, voluntary organisations can help us in meeting pupils' special educational needs and in supporting their families.</p> <p>These services work in a variety of ways, such as working directly with pupils, supporting staff to support individuals, supporting staff to support different types of SEND, whole-school training, supporting parents and families, and supporting children at home. Each service works in a way that produces the best outcomes for children.</p>
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>If a pupil needs equipment that has been recommended by a specialist, we can get this in a number of different ways. Sometimes the specialist will be able to get it for us. We can buy the equipment, either using our SEND budget or by applying for funding. A number of local charities offer funding for certain types of equipment.</p> <p>The majority of the building is accessible or wheelchairs, including all the outside play areas. We have an accessible toilet which includes a shower and support rails. We regularly liaise with Advisory Teachers to ensure the correct specialist equipment is in place in school and at home.</p>
<p>How will my child manage tests and exams?</p>	<p>Pupils who have SEND are allowed to have extra support for tests, in line with the government's guidelines. Teachers make the decisions about this, with support from the SENDCo.</p>

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

If you think your child might have special educational needs, the first person you should tell is the class teacher. The teacher will talk to the SENDCo, who will contact you. You can also contact the SENDCo directly.

The SEN team is:

- SENDCo – Laura Dyer
- Safeguarding and Inclusion Lead for the ACE Trust – Wendy Parr
- Strategic SEND Lead for the ACE Trust – Katy Burns

They can be contacted by phoning or emailing the school directly and on 01803 864695 or Admin.TSJ@acexcellence.co.uk.

Telephone appointments or meetings can be set up.

The SEND Team are available, Mon-Fri..

What do I do if I'm not happy or if I want to complain?

If a parent or carer has a concern, there are a number of options, starting with the class teacher or the headteacher, if the parent does not feel they can talk to the class teacher. Parents and carers can also talk to the Safeguarding and Inclusion Lead, or a member of the senior leadership team.

We have clear procedures if a parent /carer has a concern or a complaint. We explain this clearly, orally and in writing. Our complaints policy is on the website and the school office can also provide it at any

Where can I get information, advice and support?

If a family asks for extra support, the SEND and Safeguarding team are able to explain to parents/carers what other services are available. They also make parents and carers aware of the Local Offer. A link to this can be found on our website here: <https://www.totnesstjohnsprimary.org/send>

Where can I find out about other services that might be available for our family and my child?