

SEND Information Report (SIR) for Willand School

Willand School is a mainstream primary school with 412 pupils on roll. We are committed to providing a high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our shared vision is that Willand School will be a safe, happy, inclusive environment with high expectations and standards in which all the children can become:

Successful learners- who enjoy learning, make progress and achieve
Confident individuals – who are able to live safe, healthy and fulfilling lives
Responsible citizens – who make a positive contribution to society

Mrs Hannah Telling is the SENCo for the school and can be contacted via email htelling@willand.devon.sch.uk or phone 01884 820367. She works on Mondays, Tuesdays and Fridays.

The local authority's local offer is published at: <http://new.devon.gov.uk/send>

How do we identify if a child has special educational needs?

The school uses a variety of methods to identify children with special needs:

- Early identification through screening e.g. Speechlink and Language Link screening in the Foundation classes, Lucid CoPs in Year 1 and Year 2.
- Use of Junior Language Link and Nessy.
- Consultation with parents.
- Feedback from teachers and teaching assistants to the SENCo, Mrs Hannah Telling.
- Liaison with the health professionals such as the school nurses, pediatricians, physiotherapists.
- Liaison with educational psychologists and specialist teachers.
- Personalised teaching and learning as identified on the school's provision map.
- Liaison with Pre-school
- Liaison with Family Support Advisor

The SENCo is responsible for :

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing.

She also liaises with all the other people who may be coming in to school to help support learning, e.g. Speech and Language Therapy, Educational Psychologist. She updates the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and makes sure that records of a child's progress and needs are kept.

How does the school make provision for pupils with special educational needs?

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom through quality first teaching. In the first instance, teachers carefully plan the curriculum, differentiating appropriately, to match the needs of their class or set. The school provides a wide range of support to enable children to achieve this including teaching assistants.

It is recognised, however, that some children may need additional or different provision for varying amounts of their timetable e.g. children may work in smaller groups or on a personal timetable. Teachers use a provision map to plan for the additional needs of their class. The provision map outlines quality first teaching and interventions put in place to support these children. Some teaching assistants have received specialist training in a number of specific interventions such as ELSA which may be used strategically to provide for children.

Extra support for children with additional needs is set up at the termly SEND meetings where a year group provision map is created. For some pupils, individual plans (My Plans) are required as the child may need support in a number of areas. EHCP pupils also have a termly 'My Plan' identifying outcomes for the term. In addition where there is an EHCP of additional needs, there is an Annual Review with relevant professionals for parents and their child.

Teaching assistant support is then allocated according to need. Children are monitored by their achievement of their 'My Plan' and 'TAF' outcomes. These achievements are discussed at parents evenings and new targets are then set. The SENCo is also available during these meetings. On request parents have additional meetings with teachers and/or the SENCo. Parents can communicate with the school via the home contact books, phone or e-mail. All parents receive the annual report for their child.

If there is an ongoing need, or support for the family is also required, then the Early Help process is started. A Team Around the Family (TAF) meeting will be held and documented on the Right for Children website to enable other professionals access to the support for the child/or family. The family will then meet regularly at TAF meetings with either the SENCO or Family Support Advisor (FSA), other professionals can also run TAFs.

At Willand we pride ourselves on caring for the overall well-being of the child. We do this in a number of ways.

- We offer counselling, anger management courses, mentoring and ELSA (Emotional Literacy) with trained Teaching Assistants.
- We also offer group mindfulness sessions, with a trained Mindfulness teacher, to a range of pupils from Key Stage 2.
- We run a nurture club at lunchtimes for pupils who need some space or support at this time.
- We offer support in personal care where needed. We administer medicines in accordance with our policy.
- We work on pastoral support plans with individual children and create bespoke behaviour plans as needed.
- We have a Family Support Advisor (FSA)

The school adapts its learning environment for pupils with special educational needs or disabilities by considering a number of factors including physical, medical, emotional and individual needs.

- Physical – The school is almost all one level for ease of access with a disabled toilet with a changing bed and hoist.
- Medical – Staff have been trained, based on current needs in the school, to use an epipen, monitor diabetes and button feed. There is also a medical room.
- Emotional – Particular teaching assistants have been trained to support children emotionally through a range of programs such as anger management and counselling.
- Individual – Individual needs are met via specific plans such as a reduced timetable, support from additional staff at lunchtime. Educational visits are also carefully controlled and managed. Sometimes parents are asked to support educational visits if there is a particular concern. This happens through a consultation process

All children have access to the range of extra-curricular activities that are offered by the school. Where needed, support is provided at the beginning and the end of the school day and during lunchtimes and breaks if it is deemed necessary.

The school evaluates the effectiveness of its provision for pupils through a range of strategies such as feedback from parents, pupils, staff, professionals and data analysis. Pupil progress meetings are held in the Spring and Summer term where progress is discussed at length with the SENCo, Deputy and Headteacher.

There is a SEND Governor who meets with the SENCo to monitor targets and progress towards average point scores. The SENCo will report termly to Governors at the Curriculum meeting.

What specialist support is available?

Mrs Telling completed the training for the National SENCo Award in November 2014. Mrs Telling continues to attend courses to further her professional development. The school also receives support from Babcock's SEND Advisor.

Mrs Telling has trained staff and Governors on the 2014 SEND Code of Practice. The Family Support Advisor, Mrs C Rose, works individually with parents offering personalised support programs tailored to the specific needs of the family. She runs a fortnightly support group for families with a child with additional needs.

Mrs Telling is Dyslexia trained and uses this to support staff in identifying needs of individual pupils and plan appropriate support for them. Following these assessments, she is then able to refer to the Devon Dyslexia Service for a fuller assessment.

A number of teaching assistants have had speech and language training. Three members of staff are THRIVE trained. Other teaching assistants are trained in particular areas and support children accordingly e.g. Funfit, PIPS (Passive Intervention and Prevention Strategies), Counselling, Anger Management, Attachment Based Mentoring, Counting to Calculating and Multiplicative Reasoning.

Mrs Telling accesses support from professionals as required such as the Communication Interaction Team, Hearing Impairment, Speech and Language Therapists, CAHMS, Occupational Therapists, Physiotherapists, Behaviour Support Team, ICT team. She also meets with the Educational Psychologist once a year to arrange any assessments/support for individuals.

The school has access to other organisations and agencies such as Balloons - bereavement, Early Help Forum, YSmart, social workers and has excellent links with the school nurse who supports a number of families in the school.

How do we support transition between phases in Education?

- Foundation staff, liaise with staff from pre-school settings and support agencies prior to children starting school. Concerns are brought to the SENCo's attention and where necessary Mrs Telling will arrange a further meetings to support a smooth transition to school.
- Class teachers of children joining from other schools receive information from the previous school. If there is an SEN issue Mrs Telling will telephone to further discuss the child's needs. When children transfer from our school Mrs Telling will pass on any relevant information. In the case of transfer to Secondary School Mrs Telling will meet with the named Secondary SENCo to discuss provision. Where relevant, bespoke transition arrangements will be made to support the child with their transition either to our school or to their next school in consultation with the child and parent.

***This is a working document and will continue to be amended as a result of the continuing consultation with parents, pupils and other stakeholders.
(Sept 2018)***