

## SEND Information Report (SIR) for Willand School

Willand School is a mainstream primary school with 402 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

This vision is underpinned by our commitment to our core values of:

Equality  
Respect  
Trust  
Honesty  
Resilience  
Tolerance  
Effort

**Mrs Hannah Telling** is the SENCo for the school and can be contacted via email [htelling@willand.devon.sch.uk](mailto:htelling@willand.devon.sch.uk) or phone 01884 820367. She works in school on Mondays, Tuesdays and Wednesdays.

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 LanguageLink screening in the Foundation classes, targeted 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. Teachers are also encouraged to use Devon's Graduated Response Tool.
- 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.
- Supporting the teachers to co-ordinate 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 to Devon County Council) 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?

At present, the school supports a number of children with a range of needs including: autism, diabetes, epilepsy, visual and or hearing impaired. The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom through quality first teaching which is continually being developed through whole school and individually targeted professional development. 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.
- When needed, we run a nurture club at lunchtimes for pupils who need some space or support at this time.
- This year we are introducing the KiVa Antibullying Programme to KS2 as part of research with Exeter University.
- 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) who supports both children and parents.

The SEND policy runs alongside the school's Safeguarding policy <https://www.willand.devon.sch.uk/ChildProtectionPolicy.pdf> and Behaviour policy <https://www.willand.devon.sch.uk/BehaviourDiscipline.pdf>

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. It has some modifications for visually impaired pupils (ROVIC).
- Medical – Staff have been trained, based on current needs in the school. For example, how to use an epipen, monitor diabetes and epilepsy. 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 clubs and other wider activities such as school council, which is democratically elected, or roles of responsibility that are offered by the school. Where needed, support is provided at the beginning and the end of the school day, during lunchtimes and breaks or for extra-curricular activities 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 via the headteacher's report and attends the full governing body meeting once a year.

Should a parent have any concerns about SEN Provision Mrs Telling is the first point of contact to raise concerns and help to resolve issues. Her details are stated above. Miss Hawkins, the Headteacher, would be the next person to approach if parents remain unhappy. If matters are unresolved then parents can refer to the Complaints Policy <https://willand.devon.sch.uk/complaints.pdf>

#### 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 ran a fortnightly support group for families with children with additional needs until COVID restrictions came into place. It is hoped that this will start again this academic year.

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. Where possible teaching assistants receive training relevant to the current needs of the children they are supporting.

Mrs Telling accesses support from professionals as required such as the Communication Interaction Team, Sensory Impairment Team, Speech and Language Therapists, CAHMS, Occupational Therapists, Physiotherapists, the SEMH team (previously known as the Behaviour Support Team), ICT team. She also meets with the Educational Psychologist once a year to arrange any assessments/support for individuals. Furthermore, Mrs Telling will signpost families to DIAS (Devon Information and Advice Service for Special Educational Needs and Disability) <https://devonias.org.uk/> who have a wealth of support, including attending meetings.

The school has access to other organisations and agencies such as Balloons - bereavement, Early Help Forum, Young Carers, The Children's Centre, 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 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 2021)***

## ***Glossary***

**Attachment Based Mentoring** is a project run by the Educational Psychology Service and Behaviour Support Service and is specifically developed for vulnerable children. The project draws together research from the fields of **attachment**, solution **focused** coaching and social learning.

**CAHMS** Child and Adolescent Mental Health Services is the name for NHS-provided services in the United Kingdom for children, generally until school-leaving age, who are having difficulties with their emotional or behavioural well-being.

**Clicker** is a child-friendly writing tool that enables students of all abilities to significantly develop their literacy skills.

**Communication Interaction Team (C&I)** Team consists of highly qualified and experienced Advisory Teachers, a Pre-5 Autism Specialist and Specialist Support Assistants. Who offer support, advice and guidance for children and young people where Autism and/or Speech, Language and Communication Needs (SLCN) is the primary need.

**Counselling/Anger Management** support from a trained TA to work through emotions or the Anger Management programme.

**Counting to Calculating** is an intensive ten-week intervention programme to support children who are working significantly below age-related expectations in KS2, KS3 and beyond.

**Devon Information and Advice Service for Special Educational Needs and Disability (DIAS)** have a dedicated team offering legally based and easily accessible information and advice about special educational needs and disabilities (SEND). DIAS support children and young people with SEND, and their parents and carers. Their service is impartial and confidential.

**Educational Psychologists** (EPs) work closely with schools, families, pre-schools, and colleges to promote positive outcomes for children and young people. The Educational Psychology Service is concerned with the positive development, learning, achievement and well-being of children and young people.

**EHCP Education Health Care Plan** It outlines any special educational needs a child has, and the provision a local authority must put in place to help them.

**ELSA** Emotional literacy support assistants - or ELSAs - are teaching assistants trained to provide emotional and social skills support to children.

**Funfit** The FunFit programme is designed to improve a child's coordination and underlying postural stability and balance. It is delivered in school for 15 minutes ideally each day.

**ICT team** provide advice and support for children and young people with sensory, physical, significant learning and / or communication and interaction difficulties. The team visit children and young people (CYP) aged 3-19yrs with sensory, physical, communication and interaction and/or significant learning difficulties or an identified ICT/SEND need as part of EHCP/ statement/My Plan.

**Lucid CoPs** is a suite of computerised tests designed for the assessment of cognitive skills in the age range 4 to 8 years.

**Mindfulness** to develop emotional literacy skills through mindfulness, music, movement and relaxation with a trained teacher.

**Multiplicative Reasoning** is a comprehensive intervention which explores in depth how to support understanding and address misconceptions within multiplicative reasoning.

**'My Plan'** is an individual plan for a pupil with three smart achievable targets. This is regularly reviewed and progress monitored.

**Nessy** has a different approach to teaching children with reading and spelling difficulties. Through spelling games and phonics play Nessy helps rebuild lost confidence.

**Occupational Therapists** Occupational therapy is the use of assessment and intervention to develop, recover, or maintain the meaningful activities, or occupations, of individuals, groups, or communities.

**Physiotherapists** a person qualified to treat disease, injury, or deformity by physical methods such as massage, heat treatment, and exercise.

**PIPS** Passive Intervention and Prevention Strategies

**Rehabilitation Officers for Visually Impaired Children (ROVIC)** will visit schools and suggest adjustments for visually impaired pupils.

**SEND Register** is a list of children who need extra help and support within the school environment. Children can be placed on the **SEND register** because they have difficulties in any of these areas: Communication and Interaction, Social, Emotional and Health Difficulties, Cognition and Learning, Sensory and/or Physical Needs.

**SENCo Special educational needs and disability** Co-ordinator.

**SEND** Special educational needs and disability (SEND)

**Speechlink and Languagelink** help teachers to support speech, language and communication in schools. The online packages aim to indicate the need for further support for the child where required, it will also recommend referral to a speech and language therapist if required.

**TAF or Team Around the Family**, this is the schools Early Help process whereby a lead professional (Hannah Telling, Clara Rose or other i.e. School Nurse) meets regularly with a family to address the needs of the pupil which then may result in referrals to other professionals for advice or a request for an EHCP being made.

**THRIVE** Thrive helps adults to nurture supportive relationships with children and young people so that they are better able to cope with life's ups and downs.

**The SEMH team (previously known as the Behaviour Support Team)** takes a lead role in developing provision for young people with Social, Emotional and Mental Health needs within schools and settings. The team consists of experienced Advisory Teachers, Family Workers and Specialist Behaviour Support Workers, all of whom are strategically situated around the county.

**The Sensory Impairment Team** consists of three teams: Visual Impairment, Deaf and Hearing Impairment, Multi-Sensory Impairment