

# Georgeham C of E Primary School

Small School, Huge Horizons

## SEND Information Report

Sept 2023

To be reviewed: **Annually**

Person responsible: **SENDCo**

Owner: **Teaching and Learning Committee**



## **What are special educational needs and disabilities (SEND)?**

The broad areas of special educational needs that we support at school are:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

### **How do we know if a pupil needs extra help?**

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she –

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Early identification is vital. We believe provision for children with special educational needs in our small school is a matter for the whole school. All teachers at Georgeham Primary School are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.



All children are assessed regularly so that we can build upon their prior learning. We use this information to provide an appropriate curriculum for all our children.

The progress of all pupils is monitored by teachers, the SENDCo and by the Senior Leadership Team (SLT). Where it is felt that progress is either below age expected or that a pupil is experiencing barriers to learning, the SENDCo and/ or class teacher will take steps to assess the pupil's area of need. This may include any of the following:-

- Identifying need through the Devon Graduated Response tool
- Completing in-school screening assessments such as Speech Link, Language Link, dyslexia or Thrive
- Reading comprehension checks
- Seeking support from outside agencies including Educational Psychology services, CAMHS, Speech and Language Therapy, Occupational Therapy, the Social, Emotional

Mental Health Team, the Devon Sensory team, the Communication and Interaction team.

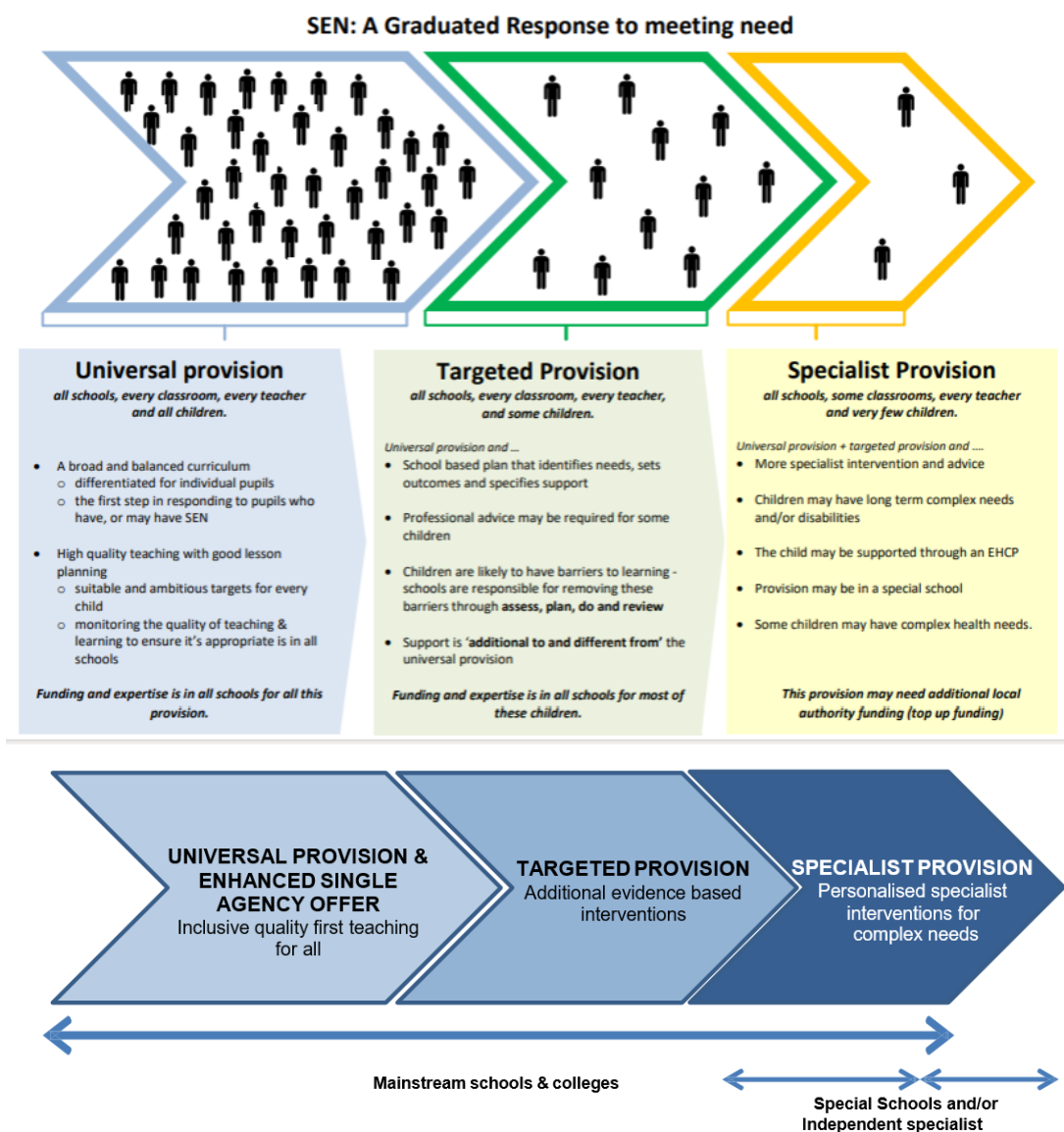
## We work in partnership with Devon Local Authority.

The Devon Local Offer for children and young people with SEND can be found here <https://new.devon.gov.uk/send/>

The Local Offer is an important resource that provides you with information about a range of services and provision available in the local area. 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 SEND, aged from 0 to 25.

## What are the steps to identifying a child who has difficulties?

### Devon Graduated Response:



## Universal Provision

This is provision that is offered to all children in school through Quality First Teaching and includes:

- The teacher having the highest possible expectations for all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand and that any gaps in learning/concerns are identified and the appropriate in-class support/interventions are put in place.
- That different ways of teaching are in place, so that your child can fully participate in the learning process.
- That specific strategies (which may be suggested by the SENDCo) are in place, where required, to support your child to learn.
- That children's progress in all areas is continually monitored; this approach is known as the **Graduated Response Approach - Assess, Plan, Do, Review**.

## SEND Support (Targeted Provision)

The next level of support within school, to enable the child to learn more effectively, is SEND Support. This is when a child requires support that is different from or additional to what is offered as part of the school's usual working practises. Their name is included on the SEND Register and they will have an **Individual Learning Plan (ILP)** which outlines the short-term outcomes set for the child and the teaching strategies and provisions to be used. You will be kept informed throughout the process and the class teacher and SENDCo will meet for a termly ILP meeting with you.

## Education Health Care Plans (Specialist Provision)

This level of support is for children whose needs are severe, complex and lifelong and cannot be met with Universal or Targeted Provision. Children with Specialist Provision often require a statutory assessment and subsequent Education, Health and Care Plan (EHCP). An EHCP is a statutory document which outlines the strengths and needs of the child and the specialist provision that they require. Parents/carers of children with an EHCP have termly meeting with the teacher, the SENDCo and the child (where appropriate). You will also have an Annual Review meeting each year where the EHCP is reviewed.

## How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- other staff in the school
- external professionals such as an Educational Psychologist, the Communication and Interaction team, or Speech and Language Therapists.

## **What are the types of support for my child?**

### **A class teacher will provide high quality teaching:**

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based upon building on what your child already knows, can do and can understand.
- Teachers will provide differentiated tasks, scaffold and support learning appropriately using different ways of teaching so that your child is fully involved in learning in class.
- The teacher will put into place specific strategies (which may have been suggested by the SENDCo or outside staff) to support your child.

### **Specific small group work which may be:**

- Run in the classroom or in an intervention space away from the classroom
- Run by the teacher or TA

Your child's teacher or SENDCo will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of his/her peers.

A teaching assistant (TA) or the teacher will run these small group sessions using the teacher's targets or a recommended programme.

Each child's progress is evaluated regularly, before and after the period of intervention.

### **Individual support which may be:**

- In the classroom with the teacher or TA
- Intervention support outside of the classroom with a teacher or TA
- Additional classroom resources
- Specialist support with a professional from an outside agency

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

Your child's progress is continually monitored by his/her class teacher. Attendance, engagement in learning and behaviour are also monitored. His/her progress is reviewed termly.

The Early Years Foundation Stage will monitor your child according to the Early Learning Goals across different areas.

When your child enters school in Reception Year, they will be baseline assessed by the class teacher.

At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If your child is working at a level below their Key Stage (i.e. they are in Key Stage 2 but working at Key Stage 1 level) the Pre-Key Stage Standards will be used for assessment.

At the end of Year 1 a formal phonics assessment, 'Phonics Screening', is carried out. If children are exempt from this due to working below the level of assessment, they will be assessed at the end of Year 2 instead.

The progress of children with an EHCP is formally reviewed at an Annual Review meeting.

A range of ways to keep you informed about your child's progress may include:

- home-school book
- letters/ certificates sent home
- reports
- verbal communication
- termly Individual Learning Plan (ILP) meetings
- EPAC meetings (for children in care or previously in care)
- EHCP Annual Review meetings
- Additional meetings as required.

## **What provision is currently available for children with SEND?**

### **Cognition and Learning**

- Daily Phonics programme using Anima Phonics
- Read Write Inc. reading programme
- Guided reading
- Whole class Active Reading
- Story mapping and graphic organizers to support working memory
- Nessy.com online Reading and Spelling programme
- TRUGS
- Toe-by-toe
- 1:1 or small group literacy/maths support
- Rock Star Times Tables/Numbots online programme
- Access to additional resources such as pencil grips, writing slopes, dyslexia-friendly dictionaries, word mats, physical Maths resources, visual now/next task boards
- Pre-teaching of key vocabulary
- Whole class Widgit visual resources, i.e. visual timetables

- Access to a range of recording methods, i.e. typing, talking whiteboards, photography, videos, mind maps, pictures, speech-to-text software, text-to-speech software

### **Communication and Interaction**

- In-school Speech and Language Link screening assessments
- Speech Link interventions
- Language Link Interventions
- Comic strip conversations and social stories
- External support from Speech and Language Therapists
- Consultations with the Communication and Interaction team
- Speech and Language Therapy team support
- Access to additional visual/hands-on resources such as word mats, visual now/next task boards
- Pre-teaching of key vocabulary
- Whole class Widgit visual resources, i.e. visual timetables
- Lego Therapy interventions
- Practical Pragmatics intervention programme

### **Social, Emotional and Mental Health**

- Specialist pastoral team
- Dedicated safeguarding team
- Class or small group PSHE lessons
- Worry/ stress toys
- THRIVE intervention groups
- Staff trained in Passive Intervention and Prevention Strategies (PIPS)
- Values led skills curriculum, including Personal, Social, Health and Economic (PSHE) education
- Behaviour Care Plans
- Relational Support Plans
- Access to quiet work areas
- Dedicated outside and inside sensory/SEMH spaces for children with SEND
- Whole class emotional scaling using emotion monsters
- Access to additional resources such as fidget toys
- Referrals to outside organisations such as The Wave Project or Family Compass

### **Physical/Sensory**

- Access to additional resources such as fidget toys, writing slopes, pencil grips, wobble cushions, coloured text books
- Specialist cutlery
- Noise reducing ear defenders
- Yellow markings throughout school
- Touch Typing interventions
- Individual Health Care Plans
- Theraputty interventions
- Fine motor skills activities
- Funfit interventions
- Support from the Devon Sensory Team or ROVIC (Re/Habilitation Officer for Visually Impaired Children)

## **How do we involve families?**

### **How can I let the school know 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 in the first instance.
- You can also speak to the SENDCo
- The Head Teacher (HT) can be contacted if you have concerns about how your child's SEND is being managed.

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

You will be informed of your child's progress and attainment at parent/carers evenings in the Autumn and will receive a school report at the end of the Spring Term alongside a parent/carer evening. We hold another open afternoon and parent/carer evening in the Summer Term.

If there are concerns about your child's learning, the school will discuss this with you: any concerns you may have, any additional support your child may receive, any referrals to outside professionals to support your child's learning, and how we can work together to support your child at home/ school.

### **How is extra support allocated to children?**

Extra in-class support or group intervention is allocated by the class teacher, SENDCo or other professional involved with your child, depending on their level of need.

Extra support from external professionals can be requested by the school.

Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/ should be made.

The school budget, received from Devon County Council includes money for supporting children with SEND. From the overall school budget, the HT decides on the budget for SEND, in consultation with the school governors, on the basis of the needs of the children in the school.

The HT and the SENDCo will discuss all the information they have about SEND in the school and decide what resources, training and support is needed, so that resources are shared as effectively as possible for each child with SEND needs.

### **How will we support your child when they leave this school or are moving on to another class?**

We recognize that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the new school's SENDCo to pass on any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information and relevant documents (including Individual Learning Plans) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- All children have a 'Shift Up' day in the Summer Term where they go to their intended new class or school to spend the afternoon in their new class with their new teacher and peers.
- If your child would be helped by a book, or other resources to support them understand moving on, then it may be made for them.
- A transition object may be used in some cases e.g. a toy.

In Year 5 (in the summer term)

- Children with an EHCP will have an Annual Review of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

In Year 6:

- The SENDCo from the secondary school may attend the EHCP Annual Review.
- In some cases we arrange extra transition visits for your child to become familiar with their new surroundings.

- In some cases staff from the new school visit your child in this school.
- We may sometimes accompany your child on visits and provide transition books (photographs of the new setting)

### **How will we support your child when they join our school part-way through the year?**

If your child is planning on moving to our school:

- We invite you to visit the school with your child to have a look around and speak to staff.
- We may put 'settling in' strategies in place.

If your child has moved to our school without a transition:

- We will contact the previous school to arrange for transfer of information as soon as possible.
- Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.

### **What skills do staff have and what wider support is available?**

#### **Class teachers:**

They are responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (targeted work, physical and practical activities, additional support, adapting resources – to enable children to access their learning as independently as possible) and talk about this to the SENDCo and you as necessary.
- Writing Individual Learning Plans (ILPs) with the SENDCo, and sharing these with you termly.
- Ensure that all staff and TAs working with your child in school are aware of your child's individual needs and of any adjustments which need to be made to enable them to be included and to make progress.
- Helping children to manage their emotions and behaviour and to take part in learning effectively and safely.
- Ensuring that the school's SEND practise is followed in their classroom and for all the pupils with any SEND.
- You can contact the class teacher for an appointment at the beginning or end of the school day to speak informally or via their school email address.

### **How do I access advice and support?**

Through the following people according to their area of responsibility.

#### **Special Educational Needs and Disability Coordinator (SENDCo): *Laura Hapgood (Interim)***

She is responsible for and will use her best endeavours to:

- Coordinate all the support for children with SEND and develop the school's SEND practise to make sure all children get a consistent, high quality response to meeting their needs.

- Ensure you are involved in supporting your child's learning.
- Ensure you are kept informed about the support your child is getting
- Ensure you are involved in reviewing how they are doing and planning ahead for them.
- Ensure all Education Health Care Plans are up to date
- Oversee referrals to outside agencies and complete documentation required by professionals and Devon Local Authority.
- Liaise with all the other people who may be coming into school to help your child e.g. an Educational Psychologist.
- Update the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known and understood) and track your child's record of progress and need.
- Provide specialist support and training and/ or recommend training courses run by outside agencies for teachers and support staff/ TAs that are relevant to the needs of specific children in their class.
- Support your child's teacher to write an Individual Learning Plan (ILP) which identifies targets for pupils, based on small steps and measureable targets, discussing, sharing and reviewing with you, your child and teacher jointly once a term.
- Organise training for staff.
- Coordinate SEND interventions.
- Liaise with other SENDCos within the Braunton Learning Community to ensure consistency of approach and practise.
- Liaise and ensure smooth transition between different educational phases.
- Write a termly report for Governors.
- Update the SEND Policy and SEND Information Report annually.

*Miss Hapgood (SENDCo) can be contacted for an appointment or informal meeting by school telephone: 01271 890440 or email: [SENDCo@georgeham-primary.devon.sch.uk](mailto:SENDCo@georgeham-primary.devon.sch.uk)*

### **Headteacher (HT): Jonathan Gower (Interim)**

He is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Entrusting the daily responsibility for SEND to the SENDCo and class teachers, and overseeing the effectiveness of this.
- Together with the SENDCo, overseeing the effectiveness of provision for children with SEND and developing the school's SEND practise to ensure all children get a consistent, high quality response to meeting his or her needs in school.
- Monitoring, tracking and analysing the progress and attainment of all pupils.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

*Mr Gower can be contacted by the school office for an appointment or by email [head@georgeham-primary.devon.sch.uk](mailto:head@georgeham-primary.devon.sch.uk)*

### **SEND Governor: Gill Gething**

She is responsible for:

- Making sure the school has an up to date SEND policy and SEND Information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve their potential in school.
- Presenting the termly SEND reports to Governors and meeting with the SENDCo prior to this to discuss the report.

*Mrs Gill Gething is the SEND Governor. She can be contacted by the school office for an appointment.*

### **Staff expertise and training**

- Thrive
- Lego Therapy
- Speech and Language Link
- Autism Education Trust – Good Autism Practise
- Passive Intervention and Prevention Strategies
- Read Write Inc.
- Counting to Calculating
- Precision Teaching
- Paediatric First Aid
- Level 2/3 Safeguarding

### **External Agencies to whom we refer appropriate children**

- Child and Adolescent Mental Health Services (CAMHS)
- The Wave Project
- Family Compass
- Speech and Language Therapy
- Communication and Interaction team
- Occupational Therapy
- Devon SpLD (dyslexia) team
- Devon Inclusion team
- Public Health Nursing
- Devon Sensory Team
- Devon Early Years Complex Needs Service
- Action for Children

## **What support do we have for you as a parent/carer of a child with SEND?**

You can talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school.

The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.

All information from outside professional agencies will be discussed with you, with the person involved directly, or where this is not possible, in a report. The SENDCo may also arrange to meet with you to discuss any new arrangements and ideas suggested by outside agencies for your child.

Signpost you to Devon Information Advice and Support (DIAS).

Review Individual Learning Plans (ILPs) or EHCPs with you and your child termly (and annually).

Home learning may be adjusted to your child's individual needs.

### **How have we made this school physically accessible to children with SEND?**

- The school is accessible to children with some physical difficulties via slopes and handrails to steps.
- We have yellow markings throughout the school to support visually impaired children.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has disabled toilet facilities.

### **How do I complain if things seem to be going wrong?**

If there is a concern which is not resolved by the actions described above, please refer to the school's complaint procedure. If in the event that a problem cannot be resolved, then free mediation support is available. This is through DIAS (Devon Information, Advice and Support for SEND).

### **Other school information that may be of interest**

1. Accessibility Policy
2. Behaviour Policy (which has details about bullying in relation to children with SEND)
3. Safeguarding Policy
4. SEND Policy – *more detailed information on the 4 areas of special educational needs and/or on the 'graduated process,' used at school to assess, plan, do and review pupil progress.*