



Witheridge C of E Primary School

Special Educational Needs Information 2015-16

Child Protection – Duty of Care



Our school is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. We are advised to inform all parents and carers of our duty to report concerns that a child may have been neglected or abused to the relevant authorities. We may do so, in some circumstances, without your consent and / or without informing you.

The school's Senior Designated Officer (SDO) for Safeguarding is Rob Norton and the Deputy Safeguarding Officer is James Radley

Multi-Agency Safeguarding Hub (MASH)

MASH is the central resource for the whole of Devon receiving all safeguarding and child protection enquiries. If you have any concerns about the welfare and safety of a child, please contact MASH on 0345 1551071.

Witheridge C of E Primary School is a mainstream setting. The school ensures that the necessary provision is made for any pupil who has special educational needs or disabilities. The school ensures that all staff in the school are able to identify and provide appropriately for those pupils who have special educational needs to ensure they reach their full potential; are fully included within the school community and are able to make successful transfers between educational establishments.

SENCO: Amy Suchacki - contact through the school office – 01769 560324 or admin@witheridge.devon.sch.uk

SEN Governor: Mrs Sally Anoyrkatis

INCLUSION TEAM: Amy Suchacki, Jacqui Adcock, Cora Milton, Sarah Barker, Louise Strickland, Rob Norton

The school's SEND policy is available on our website: www.witheridge.devon.sch.uk. If you would prefer a hard copy of the policy, please contact the office.

Witheridge C of E Primary School is a mainstream setting and part of Taw Valley Federation. The school ensures that the necessary provision is made for any pupil who has special educational needs or disabilities. The school ensures that all staff in the school are able to identify and provide appropriately for those pupils who have special educational needs to ensure they reach their full potential; are fully included within the school community and are able to make successful transfers between educational establishments.

At Witheridge C of E Primary School there are pupils with a wide range of SEND. These include pupils with:

- Moderate learning difficulties
- Speech, Language and Communication difficulties
- Social, Mental and Emotional difficulties
- Physical difficulties
- Complex health needs

Identification of pupils with SEN

All pupils' attainment and achievements are monitored half termly by their teacher and senior leaders. Where a pupil is making less than expected progress or falls behind their peers, additional

support will be provided under the guidance of the class teacher. Parents will be informed by the class teacher as soon as concerns are raised over a child's progress.

Where pupils continue to make less than expected progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess whether a pupil has a significant learning difficulty and agree appropriate support. 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.

Parents and pupils are involved at all stages of this cycle as are additional agencies and professionals as required. The information from each stage is collected together on a child's 'My Plan' DAF (Devon Assessment Framework). 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.

Provision for children with Special Education Needs and or Disabilities

The school uses the outcomes from a My Plan to decide, with the parents and child, on the provision that is required for that individual child. This provision is reviewed and monitored half-termly by:

- Tracking a child's progress
- SENCo observation of provision and learning outcomes
- Reviewing achievement of identified targets with parents

My Plan

A My Plan (DAF 2a) will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

A My Plan will usually involve a contribution by parents / carers to reinforce learning at home. Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

A date will be agreed to review a My Plan and will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents / carers. Where appropriate other agencies will be asked to contribute to this review. Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to

whether external agencies attend each educational review, this will be agreed at the initial DAF meeting.

Statutory Assessment of Needs (Education Health and Care Plan - EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and / or Disabilities of the pupil, the child has not made expected progress, the school or parents / carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the

plan every twelve months as a minimum. Schools have a duty to co-operate and will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Supporting Children and Families

Parents of children with SEND are encouraged to work with the school and other professionals to ensure that in partnership their child's needs are identified properly and met as early as possible. The school will signpost parents to support from different agencies if required. Further support and advice for parents can be accessed 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.

Supporting the wellbeing of a child with SEND

If a child requires medical, pastoral or social support then the need will be identified on the My Plan and actions agreed for ensuring their needs are met. Through the My Plan appropriate support from external agencies will be used if required as well as specialist training provided to staff.

Parental Involvement with the school

All parents have the opportunity to be involved in their child's learning and broader work of the school by:

- Making appointments to discuss the progress or learning needs of their child at any time with the class teacher / SENCo
- Attending Parent Interviews with staff at key points in the school year
- Becoming a School Governor
- Being part of the Parent Teacher Association(PTA)
- Becoming a Parent Volunteer

Training and Resources

Resources are allocated to support children with identified needs as identified on the My Plans.

Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. This support may take the form of additional class resources to support learning; support from a Teaching Assistant (TA) or Higher Level Teaching Assisitant (HLTA) in focused intervention in groups or for an individual. Specialist equipment, books or other resources that may help the pupil are purchased as required. Appropriate Continuing Professional Development (CPD) for Special Educational Needs will be provided for staff. The SENCo and other Senior Leaders provide regular Professional Development to staff. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills for meeting individual pupil needs as necessary. External trainers are brought in as required to address more specialist training needs. Peer support and guidance is available daily for all staff in school. The following professionals supported staff and SEND pupils over 2014/15 academic year:

- Educational Psychologist
- Speech and Language Therapist
- Physiotherapist

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a

pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the DAF 3.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Progression through school

Children attend the school from 4yo in the Early Years Foundation Unit of the school to end of KS2 (usually at age 11) at which time most children move on to secondary school. The school ensures that the transition needs of all children as they progress through the school are met:

- 'Transition' sessions over the Summer Term (including 'Class Swap' days)
- A personalised transition program (eg new teacher attending final target review, more sessions in new class if required prior to moving)
- Staff training being planned in advance
- The school being small and able to involve the whole school in regular shared activities
- These help all pupils to be familiar and secure with the environment and all the adults in the school
- Where children with SEND transfer mid-year, liaison with previous school or Early Years setting takes place
- Meetings with professionals and parents as required

Parents are encouraged to approach the school at an early stage with any concerns. There is a formal complaints procedure should they feel their concerns have not been addressed. This procedure is available on the website.