

## **SEND information report - Sampford Peverell C of E Primary School 2021-22**

### **What kinds of SEND do pupils at the school have?**

Sampford Peverell C of E Primary School is a mainstream primary school which is proud of its inclusivity with Special Educational Needs & Difficulties (SEND). The school caters for a range of SEND needs; including Social Emotional and Mental Health, Cognition and Learning, Communication and Interaction and Physical or Sensory difficulties

Our most recent Ofsted inspection report in July 2019 noted that at Sampford Peverell 'Pupils with SEND are well looked after and cared for. The special educational needs coordinator (SENDCo) is knowledgeable about the needs of pupils and ensures that their emotional and social needs are well met within a nurturing environment.'

<https://files.api.ofsted.gov.uk/v1/file/50094427>

### **How do you know if a pupil needs extra help? Is there any additional support available?**

Teachers closely monitor the progress of all children in the school, using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised with the SENDCo. In discussion with the Class Teacher, the SENDCo and other staff may use a range of screening tools and assessments to identify areas of need.

Whenever concerns are raised, we will always work collaboratively with parents and carers. If a child is working below age-related expectations, and/or they have a need in one or more of the following areas which affects their learning: Speech, Language and Communication, Sensory and Physical, or Social, Emotional and Mental Health; we will put the child on our SEND register.

A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have:

- a significantly greater difficulty in learning than the majority of others of the same age,

and/or have needs which:

- prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports us in doing this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing.

All children with SEND will have an Individual Education Plan (IEP) written, which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed termly in consultation with parents.

### **What should I do if I think my child needs more help in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo), who is happy to meet with parents to discuss any concerns, and agree the best way forward,

Our SENDCo is Kerensa Scillitoe and she works one day each week in school, usually Wednesdays. You can contact her at [sampford@ventrus.org.uk](mailto:sampford@ventrus.org.uk) (01884) 820284.

The school SEND Governor can also be contacted for support. Elizabeth Good is our governor with responsibility for SEND. She can also be contacted via the school email: [sampford@ventrus.org.uk](mailto:sampford@ventrus.org.uk).

### **How will I know about support planned for my child? How will I know my child is making progress?**

In addition to the usual parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated quickly, and problems discussed at an early stage.

If a child has recognised SEN and is on our SEND register, they will have an IEP (Individual Education Plan) which is reviewed termly, at either at parents' evenings or another mutually convenient time, with children's class teachers. Teachers discuss progress with parents and agree targets and plans for extra support. The Head teacher and SENDCo also attend the parents' evenings and meet with parents as necessary.

Some children will have a more detailed plan agreed with parents and other professionals, in Team around the Family meetings (TAF meetings). These reviews are held with the SENDCo and take place throughout the term, at times convenient to parents.

Children with an Education, Health and Care plan (EHCP) have regular meetings with the SENDCo and also an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children. Reviews of EHCPs are sent to the SEN 0-25 team at Devon County Council.

At times of transition to other schools, additional meetings and support plans are put into place for children and their families.

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

We have a graduated response to meeting pupils' needs; starting with Universal Provision for all. Quality First Teaching is used to ensure *all* pupils receive the support they need, which is high quality, inclusive teaching for all pupils. This includes differentiated and personalised learning, and strategies which support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and supports narrowing the attainment gap. At Sampford Peverell C of E Primary School we have used the Devon Expectations for Inclusive Provision document to develop our Universal Provision.

Targeted Provision is used for pupils who need extra support, with individualised programmes of provision and intervention. Targeted Provision may be provided by Teaching Assistants or Class Teachers, individually or in small groups, depending on the need. The school aims to include every child in as much learning as possible alongside their peers in their classroom. Targeted Provision is often provided outside of the classroom for social and emotional needs, and for specific reading, spelling or speech and language intervention sessions.

Occasionally we are supported by external agencies to provide Specialist Provision.

Resources are allocated throughout school according to the individual need of children. The SENDCo monitors and evaluates the effectiveness of interventions and Teaching Assistant deployment, in conjunction with the Senior Leadership Team.

### **How will my child be included in activities outside the classroom, including school trips?**

All children with SEND are taught within a mainstream class setting and are involved in all aspects of school life. This includes: class assemblies, outings, residential trips and after school clubs. Children have the right to access all areas of the curriculum, including the wider life of the school. We work in conjunction with parents to support those children with additional needs who may need personalised levels of support.

### **How will you support my child's overall wellbeing?**

All children access the PSHE curriculum and have access to pastoral support through explicit taught lessons, as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff.

We have a Mental Health and Wellbeing Policy which is linked to an appendix which details all the ways we support Mental Health and Wellbeing in school.

Sampford Peverell C of E Primary School has a Designated Safeguarding Lead, Headteacher Sarah Price, and Deputy Safeguarding Lead Justin Vernon, as well as safeguarding officer and SENDCo Kerensa Scillitoe.

We work in conjunction with outside agencies such as the Inclusion Team, Education Welfare Officer, Education Wellbeing Advisers and Social Services to support children with inclusion, and if appropriate, can make further referrals for expert advice.

We will always work collaboratively with parents to make sure that children have a successful time at school.

Medical needs are managed on an individual level. We support serious and complex medical needs with an Individual Health Care Plan (IHCP). Information about administration of medicines can be found on the Ventrus website at:

[First-Aid-and-Administration-of-Medicines-Policy-June-2018.pdf \(ventrus.org.uk\)](#)

#### **What is the school's approach to CPD for staff which enables them to support pupils with SEND?**

Staff at Sampford Peverell C of E are skilled in meeting the needs of a wide range of SEND and receive regular training to extend and update their knowledge. This is through:

- Non-pupil days, where all staff participate in a range of training opportunities
- Staff meetings
- Twilight sessions
- In-house (eg: from the SENDCo) and by outside agencies
- Consultations with outside agencies
- Professional dialogues, including Professional Consultations with Educational Psychologist
- Online training from a range of educational providers, including Babcock LDP and Anna Freud.

#### **How does the school prepare for new children coming to the school who have needs that they have not previously supported?**

At Sampford Peverell C of E we recognise that individual children may need specialist support and we are keen to engage with needs which we haven't met before at the earliest opportunity. We provide:

- Transition meetings with pre-schools and nurseries
- Transition meetings with parents and external agencies
- Attendance at Team Around the Family (TAF) meetings
- Sharing of documentation between home, pre-schools and school
- Taster days
- Phased entry to school
- Liaising with 0-25 SEND Team at DCC for further advice

#### **Are there any specialist staff in school? What are their qualifications?**

All staff at Sampford Peverell C of E support children with SEND. Special Educational Needs Co-ordinator (SENDCo) Kerensa Scillitoe has a degree in Education, gained the National Award for SEN Coordination, and has over 20 years teaching experience of working with children with SEND with a wide variety of needs.

#### **Have any staff members undertaken specialist training to support specific roles?**

Training has been accessed by staff across the school, including:

- Attachment Based Mentoring
- Boxall
- Lego therapy
- Speech and Language training with Speech and Language therapists
- Devon Enhanced Language Programme
- Devon Enhanced Autism Programme
- Senior Mental Health Lead
- Mental Health Ambassadors
- Funfit
- High Fives

#### **What external support services can the school access to provide support to pupils?**

The school has a close relationship with many other agencies and professionals and can seek additional advice for children with SEND. Help will only be requested from outside agencies after consultation with parents/carers.

The outside agencies we work with includes:

- Educational Psychologist Dr Kerrie Lissack, from Psychology Associates.
- Advisory Teachers (Babcock LDP): Sensory Impairment teams, ICT and SEND team, Physical Difficulties team, Communication and Interaction Team
- School Nurse - our School Nurse is Sandra Williamson
- Social Workers
- Family Practitioners
- SALT (Speech and Language Therapy) - our therapist is Marc Carowicz
- Dyslexia Outreach Service
- Autism Assessment team
- Under 5s Multi-Disciplinary Assessment Team
- Early Years Consultant - our EYC is Tamsin Robertson
- Nursery Plus
- Early Support Advisory Teachers
- Children's Centre (Action for Children)
- Early Years Complex Needs Service (formerly Portage)
- Devon Young Carers
- Occupational Therapists
- Physiotherapists
- CAMHS (Child and Adolescent Mental Health Service)
- Bereavement support charity Balloons

#### **How is the school equipped to meet the needs of children with SEN and disabilities?**

Sampford Peverell C of E School is a small rural school which is safe and secure. It has two accessible toilets with changing facilities (in the main building and in our EYFS building). The

main school building is wheelchair accessible downstairs. Our classrooms are laid out individually across the school site; with ramps to provide access.

All environments are regularly checked and adapted to meet the needs of children with sensory impairments and mobility difficulties. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school has a range of ICT to support learning.

#### **How will you help me to support my child's learning? When will we be able to discuss my child's progress?**

The school shares progress information with parents and carers through end-of-year reports, by holding termly parent meetings, sharing and reviewing IEPs, and in some cases, providing Team Around the Family meetings for families working with external agencies for extra support.

Children with an Education, Health and Care plan (EHCP) have regular meetings with the SENDCo and also an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months are agreed.

There are regular informal opportunities for contact about the child's progress in school through telephone calls, emails, video calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if appropriate.

The school explains how learning is planned and how this can be supported outside of the school by sharing termly curriculum overviews, use of Tapestry for our youngest children, and through parent newsletters.

#### **How will my child be able to share their views?**

The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for Team Around the Family (TAF) meetings and EHCP Annual Reviews.

Wellbeing questionnaires are completed by children with SEND, to feedback how they are feeling about different aspects of school life.

#### **How will you support my child when they join your school or move class or transfer to a new school?**

We recognise the importance of ensuring a high-quality transition regardless of the stage.

Nursery into school:

The school has pupils aged between 2 and 11 years, taught in mixed-age classes. Many children start school in our nursery class; however, we have links from a number of different nurseries and pre-school providers and care is taken to ensure that transition arrangements support the needs of the individual, with extra sessions offered to children with SEND.

- Stay and play sessions
- Nursery staff meet with school staff
- If a child is joining from a different early years provider, we make contact with their setting, and if needed, attend TAF meetings or transition meetings to ensure we know about any SEND.

School class transitions:

- Transition days in school
- Staff handover meetings

- Pupil passports detail children's needs and the support they have.
- Enhanced transition plans (individualised visits to new class, meeting staff, social narratives, photo packs)

### Secondary Transfers

- Induction days
- Staff communication with the secondary school
- Meeting with secondary SENDCo for parents of children with SEND
- Transition information/passports
- Enhanced transition plans (individualised visits to new school, meeting key staff, social narratives, photo packs)

### **What access arrangements are available if appropriate for examinations?**

This depends on individual needs. Some of the ways we can support and manage access needs include:

- Additional time
- Scribes
- Individual room with adult support
- Movement breaks

Decisions about access arrangements will be had with parents, the class teacher and SENDCo regarding usual support in place and actions moving forwards.

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

At Sampford Peverell C of E Primary School we will listen carefully to parental concerns, make a plan of action together on ways to move forward and ensure the actions are completed and reviewed in a timely manner.

Families are encouraged to talk to their child's class teacher if they have concerns, in the first instance. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are concerned.

### **How does the school communicate with parents and carers about their child's needs?**

In addition to parents' evenings, the school encourages informal conversations between staff and parents, so that success can be celebrated quickly, and problems discussed at an early stage. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Please email the school office if you would like your child's teacher to contact you.

The SENDCo is available to meet with you, either virtually or in person, to discuss your child's progress or any worries you may have.

All information from outside professionals (eg: Educational Psychologist) will be discussed with you by the person involved directly, or where this is not possible, in a report.

Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.

IEPs will be reviewed with your involvement on a 10-week cycle.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

**How can I get more information, advice and support? Where can I find out about other services that might be available for our family and my child?**

The SENDCo is able to support parents further by signposting them to relevant services.

The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: <https://devonias.org.uk/>

The support provided by Devon Local Authority for children with SEN and disabilities (the 'Local Offer') can be found at: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> . The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

**What should I do if I am worried or unhappy about the support my child is receiving in school ?**

Parents are encouraged to talk to the teacher or the SENDCo in the first instance. If a parent still feels concerned, the Governor responsible for SEND (Elizabeth Good) can be contacted via the school's email address [sampford@ventrus.org.uk](mailto:sampford@ventrus.org.uk).

DIAS (see details above) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.