

Landkey Community Primary Academy SEN Information Report 2019-20



Welcome to our SEN Information Report which is part of the Devon Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery school have a legal duty to publish information on their website about the implementation of our policy for pupils with SEN. This information is updated annually.

At Landkey Primary School, we aim to support inclusion for all our pupils, through high quality first teaching. Some pupils will require support which is **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and will ensure we are providing the best possible support for our pupils by following a graduated response cycle of **Assess, Plan, Do, Review**.

The staff and governors at Landkey Primary School all work to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational settings

If you have any questions or concerns around SEND at Landkey Community Primary Academy then please contact any of those below via the school office.

SENCo: Lucy Mardling

SEN Governor: Lynsey Self

Headteacher: Kate Fairbrother

1. The kinds of Special Educational Needs which are provided for at Landkey Primary School

Landkey Community Primary Academy is a mainstream school on the outskirts of Barnstaple, Devon. We offer all of our children a broad and balanced curriculum and aim to support inclusion for all of our children. Through high quality teaching and learning and specific targeted interventions, we ensure that the necessary provision is made for all our pupils, including those who have a Special Educational Need or Disability (SEND), to enable them to make the best possible progress in school.

In line with the SEND Code of Practice, we recognise that there are 4 broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties (SEMH)
- Physical and Sensory Needs

Whilst these 4 broad areas give us an overview of the range of needs that should be planned for, in practise individual children often have needs that cut across some or all of these areas and their needs may change over time. To effectively support pupils with SEND, we ensure that we have a full picture of their particular strengths and needs and tailor support according to these.

We currently have 39 pupils on the SEN register, many with needs in more than one area. The breakdown of the register according to the primary needs of the pupils is as follows: Cognition and Learning needs – 46%, Communication and Interaction needs – 28% Social, Emotional and Mental Health needs – 23%, Sensory and Physical - 3%

2. How Landkey Primary School identifies and assesses the needs of pupils with SEN.

The school's SEND Policy details the definition of SEND and the 'graduated response' (Code of Practice 2014) for the identification and assessment of pupils with SEN.

At different times in their school career a child may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

At Landkey Community Primary Academy, the class teacher is directly responsible for tracking and monitoring the progress of every child on a regular basis through marking, observations, discussion with the child or parent, evaluating lesson planning, discussions with other colleagues, including the SENCo and Senior leadership team and through more formal assessments which are recorded on our data tracking system (Bromcom).

Where pupils' progress is identified as being significantly lower than their peers, our first response is to ensure that High Quality First teaching within the classroom is used effectively to target the area of weakness identified.

When progress continues to remain low, despite effective high quality first teaching, it *may* be that the child has SEND. At this stage, extra support will be put in place for the pupil through specific targeted intervention. As well as this, information will be gathered by class teachers, teaching assistants, SENCO, specific assessments and through speaking to parents and the child to help identify the specific needs of a pupil.

There can be many reasons for learners 'falling behind.' These may include absences, family breakdown, bereavement, emotional difficulties, or lack of confidence and self-esteem. Staff within our setting understand that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEND. Only those with significant difficulties that require special educational provision will be identified as having SEN.

Identification of SEND is made by the SENCo in liaison with the parents, child and class teacher. It may involve internal assessment and screening processes or sometimes the involvement of external agencies e.g. Educational Psychologist or Speech Therapist.

Once pupils are identified with SEND, they will be added to the SEND register. Class teachers, along with the SENCO, will closely monitor the support given and the impact this has on a pupil's progress. This will be communicated termly with the parents, either through parents evening or special convened meetings, where the individual outcomes and the provision put in place to help achieve these, will be shared through an Individual Provision Map or My Plan, depending on the level of need.

Where a pupil has more significant or complex needs that require a multi-agency approach, a termly Team Around the Family (TAF) meeting will be arranged and all agencies involved will be invited to this.

Where needs are significantly profound, complex and long term, an assessment to the local authority will be made for an Education and Health Care Plan (EHCP).

If you are in anyway concerned about your child's progress or think they may need special educational support, please speak to your class teacher in the first instance, who will be happy to discuss your concerns. They may then direct you to make an appointment to see the SENCo to discuss your concerns further.

3. How Landkey Primary School make provision for pupils with SEN, regardless of whether they have an EHCP.

a. How the school evaluates the effectiveness of its provision for pupils with SEN.

Landkey Community Primary Academy has a clear monitoring cycle in place for evaluating the quality of provision for all pupils, regardless of whether they have SEND or not. The senior leadership team regularly reviews staff expertise through classroom observation, book scrutinies, learning walks, evaluation of teacher's planning and conversations with both pupils and staff.

All teachers ensure High Quality First Teaching (HQFT) is happening on a daily basis in their classrooms. Our HQFT strategies are recorded on our Whole School Provision Map and are regularly reviewed.

Each class teacher writes a Class Provision Map every term. This records the HQFT strategies to be implemented in that class on a daily basis for all children. It also shows what specific and targeted interventions for either small groups or individuals are happening on a regular basis to target particular needs. The SENCo reviews these Provision Maps on a termly basis, tracking the progress that is being made by pupils, to ensure that provision is effective.

Children with SEND have either Individual Provision Maps or School My Plans which include specific targets created with the child as well as the recommendations of any external agencies. These plans are based on key learning outcomes and include the resources and strategies that will be implemented to help the child succeed within a specific time frame. These are created and

reviewed each term with the child and parents.

The SENCo is responsible for overseeing and monitoring the day-to-day provision for pupils with SEND and will regularly observe classroom practise, monitor books and work produced by children with SEND and audit the school's SEND provision against external measures to ensure the highest possible standards.

b. How the school assesses and reviews the progress of pupils with SEN.

All teachers are the key leaders of their pupils' learning, whether they have SEND or not. Each term, class teachers monitor and assess the progress of children through end of term assessments and careful data analysis, using in house tracking systems and Bromcom. Under this system, judgements are made termly against year-end expectations for that year group, as to whether pupils are on track to be working below, working at expected standard or at greater depth. Where pupils are working below the expectations for their year group, judgements are made against previous year expectations. Information on the above is communicated to parents through parents' evenings and the pupil's written annual report.

Termly Pupil Progress Meetings take place between the class teacher and Senior Leadership team to identify any concerns over the progress of a child. These meetings take into account everything that is going on for that child at that particular time and seek to find possible reasons for a lack of progress. From this, appropriate interventions and support will be put in place to meet the needs of the child, whether academic, or social and emotional.

The SENCo monitors and tracks the progress of SEND children on termly basis and offers support to staff as necessary.

In addition to the termly meeting that parents of children with SEND have with their class teacher to review Individual Provision Maps or School My Plans, some parents may gain further information about their child's progress through Team Around the Family (TAF) meetings (where other agencies are working with the child/family) or through Annual Review Meetings (for those with a statement of EHCP)

If you are concerned about the progress that your child is making, you can arrange an appointment to meet with your class teacher. Sometimes it may be appropriate to also meet with the SENCo to discuss your concerns further.

c. The school's approach to teaching pupils with SEN

Landkey Community Primary Academy aims to ensure that all teachers are delivering High Quality First Teaching to all pupils, including those with SEND. Therefore, the vast majority of pupils with SEND typically spend the majority of their time supported in the classroom by the Class Teacher or a Teaching Assistant. Sometimes it is appropriate for children to receive small group targeted intervention, either from the Class Teacher or Teaching Assistant and this can happen outside of the normal classroom timetable. The SENCo will support and advise class teachers on small group interventions and the development of personalised programmes of support or work where appropriate.

For some children, we will require the support and assessment from outside agencies or advisory services to support a child's learning or emotional needs. The SENCo will co-ordinate support for children with SEN between the class teacher, parents and any other agencies.

d. How the school adapts the curriculum and learning environment for pupils with SEN.

Class teachers ensure that they plan lessons according to the specific needs of all groups of children in their class, ensuring that needs are met, whilst maintaining high expectations. These plans can be adapted on a daily basis to ensure all needs are met and is part of our daily universal provision.

For pupils identified with SEND, we aim to remove barriers and provide further support through: careful differentiation of teaching, learning and curriculum outcomes, extra adult support e.g. scribe, reading, reinforcing instructions, breaking tasks down into chunks, modifying or the use of specific learning resources e.g. IT aids, hearing systems, sloping boards, wobble cushions,

personalised visual aids.

Where complex SEND are identified, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists, for example, the Educational Psychologist, the Communication and Interaction Team, Speech and Language Therapy, Occupational Therapy, the Advisory Teacher for Visual/Hearing impairment.

The senior leadership and SENCo ensure effective deployment of the Teaching Assistants across the school, to ensure that all children's needs are met. We can adjust where our Teaching Assistants are working at any point in the year to responding to changing needs, ensuring we are putting additional support in the correct places at the correct times.

Where necessary, we make adjustments to our environment to ensure it is safe and conducive to learning. We have had an Environmental Audit carried out and have marked doorways, edges of walls, steps, hand rails and potential hazards in the playground with yellow markings to support any visually impaired pupils.

e. What additional support available to support learning for pupils with SEN

Decisions made about additional support for our pupils with SEND are based upon the graduated response cycle of Assess, Plan, Do, Review stated in our SEN policy.

We carefully deploy all our Teaching Assistants to ensure the needs of all our learners are met.

Where TAs are working generally within a classroom, it is the class teacher who will direct them to working with individual or small groups of identified children. At other times, TAs will withdraw an individual or small group of children from class for a specific and targeted intervention e.g. Counting to Calculate, Fresh Start, Speech and Language Links and FunFit.

For a few children with more severe and complex needs, we need to apply for additional funding from Devon to enable us to effectively meet their needs. This is often through a teaching assistant who is able to provide a more personalised approach to learning in order to remove and overcome the barriers to learning which cannot be overcome through High Quality First Teaching or small group interventions. Other agencies will usually be involved at the stage to offer support and advice and this personalised support is co-ordinated by the SENCo.

f. how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

All children at Landkey Community Primary Academy are encouraged and supported to contribute fully to all parts of school life. We run a wide range of extra curricula activities which all children are given equal access to regardless of SEND and these activities are always highly popular amongst all of our children.

All trips, including residential visits, are risk assessed and reasonable adjustments are made to ensure all pupils can safely access these experiences, often through using a higher adult to pupil ratio. This has led to many successful trips e.g. Paignton Zoo, Science Museum, Morwhellem Quay, London and Isle of Wight residential.

We took part in the Devon Ability Games in November 2019, taking a small group of children with SEND to take part in a wide variety of activities including Boccia, and curling.

g. support that is available for improving the emotional, mental and social development of pupils with special educational needs

Landkey Community Primary Academy places a huge emphasis on supporting the social and emotional needs of children and families. We offer an open door policy where parents and children can come and chat to a member of staff about how they are feeling or about a situation that they are experiencing. We base a lot of our social and emotional support around Thrive strategies which is a specific intervention for assessing and supporting a child's social and emotional needs. Through Pupil Premium funding, we have commissioned a Play Therapist to work one morning a

week supporting children with specific attachment issues.

We use Mindfulness within the classrooms to help children to settle, relax, giving them some time out from a busy day. We have recently introduced the Jigsaw PSHE scheme of work which centres around the use of Mindfulness. All year groups have weekly Yoga sessions during which teachers focus on the use of breath work to aid calm and relaxation.

The SENCo is the Emotional Wellbeing Champion for Landkey Community Primary Academy and is engaging fully with the Early Help for Mental Health service. Through this we are providing staff with additional training around mental health and base our mental health awareness around the 10-a-day-choices-for-mental-health.

4. The name and contact details of the SEN co-ordinator

The SENCo is Mrs Lucy Mardling. She works in school on a full-time basis with 2 designated days for SEN work, these are flexible depending on meetings and commitments. Lucy can be contacted via the school office or email ltaylor@landkey-primary.devon.sch at any time and will respond as soon as possible.

5. What expertise and training do our staff have to support pupils with SEN?

The SENCo attends all relevant training each year and attends termly network meetings to share good practise. All teaching staff are up to date on changes in SEND legislation and practice both nationally and locally.

There are 2 members of staff who have attended the Attachment Based Mentoring training. 3 members of staff are trained in delivering the Funfit programme and 1 member of staff is trained to deliver the 'Counting to Calculate' intervention programme. We also have a fully qualified Forest School teacher in school.

We have engaged in the Devon Enhanced Autism Programme. The SENCo is our strategic lead for Autism and we have identified one TA to be our Lead Practitioner. Both have now received full training from the Autism Education Trust and are implementing ideas and practises across the school.

6. What specialist expertise do we access from outside the school?

We partner with a wide range of specialist services to enhance and support our provision for pupils with SEND. This includes Educational Psychology, Social, Emotional and Mental Health Team, Communication and Interaction Team, Sensory Impairment team, Speech and Language Therapy and Early Help for Mental Health. We also work closely with the school nursing team, GPs, social care, CAMHS and family practitioners.

6. How accessible is the school for children with SEND?

Landkey Community Primary Academy is fully compliant with the Disability Discrimination Act (2001)

The school has a disabled parking bay close to the main entrance and a disabled toilet is located within the school building.

The school is all on one level, so is easily accessible by wheelchair users. There is access to the playground through most classrooms (except Yr2).

Within the classrooms pupils have access to learning aids such as writing slopes, wedge cushions and sensory items. We also have a variety of multi-sensory items available for use when necessary.

Our building has been adapted both inside and outside to meet the needs of visually impaired pupils by putting yellow and black tape around door frames, using different coloured paint to make a change in surface, outlining drain covers, slopes, steps and other potential obstacles with

yellow paint.

After-school provision is accessible to all children, including those with SEND.

Children with SEND are fully involved in the school council and on class trips.

7. How do we consult parents of pupils with SEN and involved them in their child's education?

From the time a child arrives at Landkey Community Primary Academy, we work hard to engage parents and build positive home-school relationships. In addition to daily opportunities for contact at the classroom door, parents are able to arrange appointments with the class teacher, SENCo, deputy or head teacher through the office. We also hold 2 parent's evenings each year and parents receive an annual end of year report.

We have regular open afternoons, where parents are invited into school to look through their child's work. Each class also delivers one assembly once a year, to which parents are invited and parents are also invited to join in with a memorable learning experience with each class where they take part in a range of learning activities.

Where pupils are identified as having SEND, parents are invited to discuss their views and concerns at least once a term. In these meetings, previous targets are reviewed and new ones set based on discussions with parents, the child and other agencies. Sometimes parents are asked to complete a short questionnaire about their child's needs in order to gain more understanding. Where children have a statement or EHCP, an annual review is carried out using formal paperwork. The expectation is that parents attend these reviews where possible.

8. How do we include the children in planning for and supporting their special educational needs?

At Landkey Community Primary Academy we believe that pupil voice is very important so ensure there are a range of ways for this to be heard, e.g; through the school council, 1:1 conversations with an adult, pupil questionnaires and pupil conversations.

For pupils with SEND, we feel it is vitally important that they are given the opportunity to contribute to any meetings about themselves or targets that are set for them. Where appropriate, pupils are invited to attend meetings, where they can bring something they want to celebrate and share their views about what they think is going well and not so well. The children will also have the opportunity to complete an 'All about Me' sheet. This is usually completed with an adult to prompt and elicit more information.

9. How do we handle complaints from parents of children with SEN about provision made at the school?

If you are not happy about the provision that is being made for your child, in the first instance make an appointment to speak with your child's class teacher.

If you are still unhappy, please make an appointment to see the SENCo and/or Head Teacher.

Following this, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the **School's Complaints Policy**. A copy of this can be obtained from the school office.

Further advice and support can be sort through the Devon Information Advice and Support Service <https://www.devonias.org.uk/>

10. How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The Governing body delegates responsibility for multi-agency working to the SENCO. Health, Education or Care referrals are made to single agencies or through the multi-agency Single Point of Access (SPA) on a case-by-case basis, using the Local Authority's Threshold Tool for guidance. For parents and carers whose children have SEND, we act as a signpost to other services, such as

Devon Information Advice & Support (DIAS). To find out more about DIAS, who are there to support parents whose children have SEND, call 01392 383080 <https://www.devonias.org.uk/>

11. How we support children with SEN during transitional phases of education e.g. moving to secondary school or joining Landkey from another school.

We have many transition arrangements in place to support a child at all stages of their educational journey.

When beginning school in Reception, the Class Teacher and Teaching Assistant carry out a home visit so that parents can begin to get to know the staff and share any concerns they have.

Children are invited in for a transition morning to begin to get to know the adults in the classroom and the school environment.

In July each year, as we prepare all pupils for transition to the next class, we have a transition morning where they get to spend some time with their new class teacher and in their new classroom. For those pupils with SEND for whom transition is particularly hard, we may arrange for them to spend more time in the new classroom or getting to know the new teacher. We may also make them a transition booklet to take home over the holidays with photos of their new class teacher and teaching assistant and the classroom environment.

Where a new pupil transfers into the school from a different setting, every effort is made to share information with the previous setting and quickly build relationships with the child and family, through tours of the school and dedicated time to share any concerns.

We have strong links with our local secondary schools and ensure there is a period of robust transition for all our pupils transferring to secondary school. For those with SEND, this transition can begin as early as Year 5, where we will invite secondary schools to relevant review meetings so that they can begin to get to know the child and their needs. In year 6, all children receive at least 1 visit to their new secondary school. However, for those with SEND, where we feel transition will be hard, we liaise closely with the secondary school and they offer extra visits. Park Community School visit school and run a 6-week transition group for those pupils who are particularly anxious or concerned about the transition.

12. Local offer and other support services available.

Our school offer is built around the SEND Code of Practice (2014)

The Devon Local Offer's website is published at: <https://new.devon.gov.uk/send/>