

SEN Information Report: Devon Guidance

Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) **must** publish information on their website about the implementation of the policy for pupils with Special Educational Needs (SEN) in the form of an SEN Information report. This report should be kept up to date with significant changes and published annually each September. The report differs from the SEN Policy in that the policy details the school's ethos and approach to SEN whereas the SEN information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

The following guidance is designed to assist schools in deciding what information to include in the report. The guidance is not an exhaustive list of information but a suggestion of the types of information schools may wish to include.

The primary audience for the report is parents and carers therefore it is important to ensure the language used within the report is not education elitist and is written in plain English. Furthermore, best practice would be to involve and consult parents in the drawing up and review of the report. It is advised the report is published using a Dyslexia-friendly 'sans serif' font such as Arial, Comic Sans, Century Gothic, Verdana, Trebuchet or Calibri. Please also ensure your report is available in the range of languages appropriate to your setting.

<i>Parent/carers questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		

<p>What kinds of SEND do pupils in the school have?</p>	<p>Bow Community Primary School is a mainstream inclusive school which has a clear policy regarding the support of children with Special Educational Needs and Disabilities (SEND). Pupils at the school are aged from 4 years old – 11 years old (Reception through to Year 6) across 5 classes.</p> <p>Bow Community Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. Our aim is that learning takes place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem.</p> <p>Ali Gillard is our Special Educational Needs and Disability Co-ordinator (SENDCo) who has strong links with many other outside agencies who support the needs of the children. These agencies including: Educational Psychologists, Speech and Language Therapists, Advisory Teachers, the School Nurse Team, Occupational Therapists and the 0-25 SEND Team based at Devon County Council. The school supports children with a range of needs including: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory. We have a number of children who have a diagnosis of Autism, Speech, Language and Communication Needs as well as dyslexia.</p> <p>Bow Community Primary School aims to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. Our aim is that learning takes place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem.</p>	<p>The kinds of special educational needs for which provision is made at school</p>
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<p>How do you know if a pupil needs extra help?</p>	<p>We aim to identify children needing extra help as early as possible so that we can determine the best support, by working closely with our local pre-school and support agencies. We also understand that children’s needs may vary throughout their time in school. We aim to put the right support in place as soon as a special need is identified.</p> <p>We also recognise that parents and carers are the key people in their child’s life and we will always listen to concerns raised. Sometimes children can present differently at home to how they are in school. In these instances, we recognise that a child may be hiding their needs in school. We will work with you to find the best path forward in order to support your child.</p> <p>Teachers assess the children’s learning throughout the year through on-going summative observations and assessments and more formative assessments. Our skilled teachers will use a range of general teaching and behaviour strategies as well as quality first teaching before raising a concern. Where children are identified as not making the expected progress or where teachers have on-going concerns, then discussions will take place in order for additional and scaffolded provision and strategies to be put into place. These discussions will be with the SENDCo, head teacher, termly data meetings or through our on-line recording system, Child Protection Online Management System (CPOMS). Discussions with parents will take place and outside agencies might become involved through a referral process and</p>	<p>Information about the school’s policies for identification and assessment of pupils with special educational needs</p>

	<p>further assessments to fully understand the child’s needs and barriers to learning. Information about the school’s policies for identification and assessment of pupils with special educational needs.</p> <p>Bow Community Primary School use a number of systems to support with the identification of a child’s needs. These include:</p> <ul style="list-style-type: none"> • Tracking pupil’s data through BROMCOM (our data management system) • Formative assessments in English and Maths • Updating and monitoring the schools SEND register • Completing the SEND Census • Meetings with the SENDCo and teachers through regular staff meetings and training opportunities that we provide • Meetings with the SENDCo and TAs • Learning works and book monitoring by the Senior Leadership Team (SLT) • Use of CPOMS to record incidents of concern • Early Help and Team Around the Family (TAF) meeting 	
<p>Day to day support</p>		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>Children with SEND are supported in a variety of ways. Bow Community Primary School has a team of skilled teachers and teaching assistants who are able to offer support in all areas of special need. At Bow, inclusion concerns every child in the school and is about equality of opportunity. As a school we are striving for high quality first teaching, which helps SEND children and all others to work towards their potential. However, at times it may be more appropriate for children to receive support which is different to and additional from the main class teaching in order for some children to make progress.</p> <p>Examples of Ordinarily Available Provision:</p>	<p>The school’s approach to teaching pupils with SEND</p>

<p>How will the school know how well my child is doing?</p>	<p>Bow Community Primary School tracks the progress of its SEND pupils through scrutiny of assessment data but also through regular meetings between the SENDCo and the teaching staff involved in the education of the children.</p> <p>The SENDCo meets each term with class teachers to discuss the provision being made for children who need extra support. This information is recorded on a 'My Support Plan' which shows the frequency and type of support a child is receiving. At Bow we use assessments at key points of the year to identify additional need, and then carry out interventions appropriate to need. These 'My Support Plans' are shared with parents to inform them how their child is progressing.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>
<p>How will I know my child is making progress? How do you check on this?</p>	<p>All families of children are invited in the Autumn and Summer terms to a parents evening to discuss their child's progress. The SENDCo contacts parents/carers termly to offer a meeting to discuss their child's SEND needs.</p> <p>Where a family has an Early Help Plan in place, families can express views about their child's needs and hear feedback from the SENDCo regarding provision and support that is in place in school as well as any concerns. Families can make appointments to see the SENDCo, Head Teacher or class teacher by contacting the office.</p>	<p>How the effectiveness of provision is evaluated</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>For activities outside of the classroom such as PE, school trips and school residential, detailed risk assessments are made using Devon Guidelines. This ensures that all children can take part in a safe way. After School Clubs and lunchtime clubs are accessible to all pupils.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>

<p>How will you support my child's overall well-being?</p>	<p>We believe it is important to invest time in supporting children with social and emotional needs. All children access the Personal, Social and Health Education (P.S.H.E) 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 (an NSPCC approved scheme which supports children in understanding how they keep themselves safe from sexual abuse) and are always able to speak to staff. School has a Designated Safeguarding Lead (Mrs Clare Wilmott) and Deputy Safeguarding Leads (Mrs Jo Drake & Mrs Ali Gillard) as well as safe guarding officers. School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with families to make sure that children have a successful time at school. Information about administration of medicines can be found on the school's website:</p> <p>Bow Community Primary School - First Aid and Illness (bowcps.devon.sch.uk)</p>	<p>Support for improving emotional and social development</p>

Involving families

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

At Bow Community Primary School, we believe in involving and informing families of decisions and actions made at every stage. School shares progress information with through family meetings a progress reports, sharing of the 'My Support Plans,' Education Health and Care Plans (EHCP) Annual Reviews and for some families regular TAF meetings through the Early Help Assessment.

Where a family member raises a concern, then a meeting will be held to discuss actions and next steps. There are also regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo and/or Head Teacher would be involved if and when appropriate. There are other opportunities for involvement and consultation with parents.

For example:

- Open mornings
- Meet the teacher and class information sessions
- Family workshops which focus on a particular area of the curriculum
- Fortnightly newsletters

Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education

How will my child be able to share their views?

All children at Bow Community Primary School may contribute their views about their educational support in the following ways:

- Pupil Surveys and questionnaires
- Child's views are recorded on their 'My Support Plans'
- School Council
- Discussions with class teacher, teaching assistants, SENDCo or Head Teacher
- Staff members asking specific children about their progress and likes by gathering their views to feed into Early Help Plans or EHCP Annual Reviews

Arrangements for consulting with children with SEND and involving them in their education

<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>We work closely with the SEND departments of all schools and pre-school settings, passing on all relevant information when pupils transfer either to or from Bow Community Primary School. When a child joins us who already has identified SEND, the school will liaise closely with the child's previous school, pre-school setting and parents/carers. Our SENDCo will contact the parents and arrange for a transition meeting alongside the class teacher where appropriate.</p> <p>For children with SEND transferring from pre-school settings, the SENDCo and Reception teacher meet the pre-school manager to complete transition meetings sharing any reports, resources and provision that is already in place. The SENDCo Worker will also join in with any TAF meetings during the summer term. When a child with SEND needs transfers to secondary school, the SENDCo from both schools and the current class teacher will hold a number of transition meetings and complete a transition document sharing the child's needs and provision in place. Additional visits to the secondary school are arranged during the summer term and when appropriate key members of staff from the secondary school will spend time Bow Community Primary School getting to know the child. All documents are also shared with the secondary schools that the child is transferring to.</p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>
<p>Staff skills and wider support</p>		
<p>What skills do the staff have to meet my child's needs?</p>	<p>We are fortunate in having an experienced and dedicated staff, who support the wide ranging needs of the children. The TAs meet together regularly with the Head Teacher and SENDCo to receive training, updates and have an opportunity to share practice.</p> <p>Training can be school-led, led by an agency e.g. Educational Psychologist, Speech and Language Therapist, School Nurse, Occupational Therapist, Children & Mental Health Services (CAMHS), Bladder & Bowel, Children's Centre, Communication & Interaction Team, Social, Emotional & Mental Health Advisory teachers. Training can also include visits to other schools, settings, and conferences. The SENDCo is supported by close links to many outside agencies. Mandatory Child Protection</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>

<p>What specialist services are available at or accessed by the school?</p>	<p>training is given regularly by the school and Devon County Council. Teachers and TAs receive regular training and guidance to meet the needs of our children. The Headteacher and SENDCo are responsible for arranging training according to the needs of staff and children. Staff training needs are analysed as a result of the performance management process and training tailored to give staff the skills they need including:</p> <ul style="list-style-type: none"> • having an awareness of the different special educational needs and disabilities of children in our school. • being able to plan and teach/support lessons which meet the needs of all. • understanding the social and emotional needs of children with SEND. <p>Our staff have had training in:</p> <ul style="list-style-type: none"> • Assessing for Dyslexia • Right for Children • Lego Therapy • Fun Fit • High Five • Devon Graduated Response Toolkit • Colourful Semantics • Twinkl Phonics • Attachment Based Mentoring • 	<p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>
<p>What happens if my child needs specialist equipment?</p>	<p>If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school.</p>	<p>How equipment and facilities to support</p>

<p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>The school building meets the requirements of the Disability, Equality Act 2010 and Health and Safety regulations. Any further adaptations needed for a child with specific and more complex needs would be made as necessary. Our school accessibility plan, which highlights key areas for development, can be found here:</p> <p>Bow Community Primary School - Policies (bowcps.devon.sch.uk)</p> <p>Under both the Special Educational Needs and Disability Plan for Success and the wider School Development Plan, resources are planned and budgeted for. More specialist equipment is either purchased or loaned depending on the requirement. The school can also request support from a local charity to support with specialist equipment.</p> <p>Examples of equipment that we use daily and accessible to all children include: Chrome books, coloured overlays, writing slopes, timers, pencil grips, wedge cushions and writing slopes. For high needs children who have an EHCP in place funding is allocated to the school through the High Needs block funding</p>	<p>children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p>Class teachers, SENDCo and Head Teacher will have discussions with children and parents regarding access requirements for tests and exams. This is decided on individual needs. Some arrangements that can be put into place are:</p> <ul style="list-style-type: none"> • Additional time • Scribes • Movement breaks • Small groups • Quieter spaces • Reader 	<p>Information regarding access arrangements</p>

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, you should speak to your child's class teacher initially and an appointment can be made through the school office:
Bow's telephone number: 01363 82319

Bow's email address: admin@bowcps.devon.sch.uk

If you continue to be concerned that your child is not making progress, you can speak to the SENDCo:

SENDCo: Ali Gillard

Telephone number: 01363 82319

E mail address: admin@bowcps.devon.sch.uk

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

The school's nominating governing body has a nominated governor for SEND who links with the SENDCo each term to be aware of relevant issues and offer support. The Governors meet every 6 weeks which includes an update on SEND & Inclusion by the Headteacher.

The school's SEND Governor is:

Kathryn Tayler

At Bow Community Primary School, we actively seek to work closely with parents/carers. However, we recognise that families of children on the SEND register may, from time to time, be dissatisfied with the support their child is receiving. We encourage families to talk in the first instance to the class teacher. If not resolved, dependent on the nature of the complaint, the family will be advised to consult with:

- The SENDCo
- The Head Teacher
- The Governors

Contact details for the Special Educational Needs Coordinator

Arrangements for handling complaints from parents of children with SEND

about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25 years. This is known as the 'Local Offer.'

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