

FENITON CHURCH OF ENGLAND PRIMARY SCHOOL SEND OFFER

SEND INFORMATION REPORT 2018-2019

SENDCo	Mrs Amanda Parsons
SENDCo	Mrs Janice Strawbridge (advisory role)
Lead Governor for Inclusion	Mr John Sherwood
What kinds of special educational needs does Feniton C of E Primary make provision for?	<p>Feniton C of E Primary is a Voluntary Aided Church School. ‘We value the individuality of all of our children in a Christian atmosphere. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.’ (Feniton Inclusion Policy).</p> <p>Under the SEND Code of Practice 2014, children identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:</p> <p><i>Cognition and Learning;</i> Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.</p> <p>Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Cognition and Learning needs include:</p> <ul style="list-style-type: none"> • Specific learning difficulties (SpLD) • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD), and • Profound and multiple learning difficulties (PMLD) <p><i>Social, Emotional and Mental Health Difficulties</i> Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>Social, Emotional and Mental Health Difficulties include:</p>

	<ul style="list-style-type: none"> • ADD • ADHD • Attachment Disorder <p>Communication and Interaction needs</p> <p>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger’s Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p>Communication and Interaction needs include:</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLCN) • Autism (including Asperger Syndrome) <p>Sensory and/or Physical needs</p> <p>Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>Sensory and/or physical needs include:</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI – including Deaf and hearing impairment) • Multi-sensory impairment (MSI - sometimes referred to as Deafblind) • Physical disability (PD).
<p>How would Feniton C of E Primary identify and assess my child’s special educational needs?</p> <p>How will they ensure the correct support is made available?</p>	<p>If your child is showing signs of difficulty or are not making progress academically and/or socially will be assessed through a variety of observations, class-based assessments and diagnostic assessment. You will be consulted to see if any changes or difficulties have been noticed or have occurred at home.</p> <p>The school will work closely with external agencies to ensure early identification and further provision is pinpointed to support the needs of your child.</p> <p>If your child is identified as having a special educational need, they will be put on a SEND Register and have an IEP (Individual Education Plan). This will give targets agreed between your child, teacher and parent (alongside information for outside agencies where applicable) to work on. We believe that a child-friendly format is important for the children to understand their needs and have choices about how these are supported.</p> <p>Children who are of any SEND concern, but not at the point of needing an IEP will be put on the WATCH list. This will be used to start to build a picture of any issues that are beginning to show themselves and to add extra support in school where necessary.</p>

	<p>IEPs are reviewed termly, but can be reviewed at any point that your child makes sufficient progress towards the targets, or where more assessment has been needed to support their needs. In addition, your child will be observed and progress noted. Your child will be assessed against their own prior learning as well as national age-related expectations.</p> <p>If there is concern that your child needs more detailed support with involvement from multiple outside agencies, and particularly if extra funding is needed to support them, a Devon Assessment Framework (DAF) will be started. This consists of different sections; the first a DAF 1 will be completed by health visitors as each child is born in Devon (those currently without one can have it started at the same time as the other DAF paperwork by parents and school). The second is a DAF2a (My Plan) which will be initiated at a Team Around the Family (TAF) meeting at school. This section is designed to gather more information and look at each specific area of support needed to ensure all that can be done is done to support your child. Relevant outside agencies will be invited and parents and children will give their views. Targets and actions will be agreed and these will be reviewed at termly TAF meetings.</p> <p>Should your child have complex needs that require more support than the DAF can give, then an Education Health and Care Plan (EHCP) will be requested from the Local Authority.</p> <p>All DAF information is shared between multiple agencies with parents' consent.</p> <p>The statement or EHCP will be reviewed annually with parents and any relevant outside agencies, in line with the Devon County Guidelines.</p>
<p>How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>We have a robust system of reviewing our provision each term: Teachers meet with the Head of School to review progress towards IEP / EHCP targets, to discuss individual pupil achievement and progress data.</p> <p>An SEND Audit is completed each year for Devon County to improve the quality of provision for all children. This identifies training needs for staff and next steps for improving our provision at Feniton School.</p> <p>In 2018/19 as well as ensuring that all children with SEN make good progress, Feniton School is focusing on improving parent/school communications to ensure parents are even better informed about their child's progress. We are also developing our Foundation Stage Unit as a Communication Friendly Setting – enriching language development for children at the earliest stage in their schooling.</p> <p>The Lead Governor for Inclusion meets with the Head of School at the start of every term to scrutinise the provision for SEND and progress and report back to the Full Governing Board.</p>
<p>How will I know how well my child is doing at school?</p>	<p>Teachers will meet with parents each term to hold a structured conversation and to discuss targets set out in the IEP or EHCP. This may be at a TAF meeting attended by outside agencies or as part of the whole school parent / teacher meetings.</p> <p>We communicate with parents regularly through individual meetings and by telephone as necessary. There is an open-door policy for parents to discuss their child's needs at any point in the year, and we actively encourage parents to ask questions and initiate discussions.</p> <p>If a child has an EHCP we will also discuss progress at an Annual Review.</p> <p>In addition, all parents will receive an interim report and a full report once a year.</p>

<p>How will the staff adapt lessons and the curriculum to support my child?</p>	<p>Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and independent as possible in an environment that promotes positive learning experiences. There is an expectation in all subjects that ALL children will meet the expected standard of achievement. This is a teacher's starting point when they plan. If your child has needs which make this difficult, then the teacher will account for this in their planning and deploy a range of strategies to support your child. For example your child may receive additional adult support or additional lesson time to underpin or support their specific needs so they can access every learning opportunity. They may be given different resources to help them. All staff are trained to consider the specific needs of each individual and to enhance their access to the national curriculum and all learning opportunities.</p> <p>School staff are supported by the SENDCo, Speech and Language Therapists, Educational Psychologists, School and Community Nurses, Communication and Interaction Team, Behaviour Support Team, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS – Child and Adolescent Mental Health Services, and specialist teacher advisors (maths and English) where and when appropriate.</p> <p>Feniton School has an up to date accessibility plan you has been prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 . We are committed to increasing the extent to which disabled pupils can participate in the school's curriculum and improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school. For example we have increased the use of visibility strips around the school grounds to support children with visual impairments and we adjust reading materials to make them accessible. We use microphones regularly in assemblies to support children with hearing impairments.</p>
<p>How will my child be included in activities outside the school curriculum including trips?</p>	<p>Your child will have the opportunity to access all educational opportunities including sporting events and visits, including residential. Provision is again highly differentiated within the planning and your child's needs and concerns will be discussed with parents as necessary and will be considered on a risk assessment.</p>
<p>What support is there for my child's overall well-being?</p>	<p>We have a robust safeguarding policy and protocol in place. Medical needs are managed with support from specifically trained external staff and all staff regularly undergo training e.g. in the use of epi-pens.</p> <p>Within school we have staff trained in emotional development, which is undertaken as a whole class within PSHE and on an individual basis if necessary; this includes daily support for every child's emotional understanding through a Thrive type program. Classes and individuals are assessed each term and adjustments to support and targets are adapted accordingly.</p> <p>If your child is identified as needing a 1:1 program of support / behaviour plan, you will be informed, and be asked to give consent.</p> <p>We also work closely with CAMHS (Child and Adolescent Mental Health Services) if your child needs a further level of support.</p>
<p>What training is provided for staff supporting children and young people with SEND?</p>	<p>Ongoing professional development is key to ensuring staff remain updated and skilled. All of our teachers are fully qualified and all staff are involved in Dyslexia training and support from the SENDCo and external agencies to ensure specific needs are met.</p> <p>Mrs Parsons is SENDCo and is available to talk to parents at any time. She leads on monitoring your child's needs and SEN provision and process.</p> <p>Mrs Strawbridge has The National SENDCo Award and a wide range of additional training for identifying and supporting specific needs including working on a Masters Degree in Special Needs with particular focus on the Autistic Spectrum and Dyslexia. If the need arises, Mrs Strawbridge is available to observe your child's learning and offer advice on strategies.</p>

How accessible is Feniton C of E Primary School?	Our school is fully accessible with a ramp to the main playground and hut. We have changing facilities for children who require adult support and a disabled toilet. Our grounds are fully accessible.
<p>How are parents involved in the school?</p> <p>How can you get involved and who should you contact?</p>	<p>In July of each year we hold a class meeting for you to meet your child's new teacher. You can ask questions at this or arrange an individual meeting if preferred. At the beginning of each term there will also be a TAF meeting if applicable combined within the usual parent meetings to discuss targets and strategies, a way forward for your child.</p> <p>If your child has an EHCP you will also attend an Annual Review Meeting.</p> <p>There are many other ways in which you can be involved in school life:</p> <ul style="list-style-type: none"> • Supporting your child with homework; • Knowing your child's targets and helping them to achieve them. • Visiting school to view your child's books or talk with the class teacher – open invitation! • Becoming a Parent Class Rep; • Attending our 3pm Friday Family Service each week; • Volunteering to help on school visits or with activities in school; • Running a school club to share your own interest or skill; • Supporting the PTA with fund raising events; <p>If you have any questions please chat to our administration team in the office or speak to your child's class teacher or Mrs Parsons, Head of School.</p>
What do I do if I have a concern about the school provision?	<p>In the first instance we encourage you to contact your child's class teacher. If your concern is specifically SEND based do please contact the SENDCo Mrs Amanda Parsons.</p> <p>If you still have concerns then please contact the Executive Headteacher Mr Colin Butler. In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Mr Kevin Brandom.</p>
How do you prepare my child for joining your school or transferring to another school?	<p>Through discussions with you we will personalise the induction for your child, whether they are joining Feniton or moving on to another setting.</p> <p>We will liaise with the receiving school and follow their transition process. We will enhance this with social stories, picture my class books and extra visits if necessary. We operate a buddy system and a specific adult to support your child's transition into Feniton C of E Primary School and will liaise with you about their needs while waiting for information from their previous school.</p>
Where can I get more information about services for my child?	<p>The information in this report forms a part of Devon's Local Offer which can be accessed at https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p> <p>Parents can also access information via DIAS (Devon Information, Advice & Support) https://www.devonias.org.uk/</p> <p>DIAS have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential.</p> <p>They can help you to:</p> <ul style="list-style-type: none"> • Understand more about SEND support • Develop good relationships with professionals • Prepare well for meetings • Express yours and your child's views • Understand the paperwork

