

**Low Trenchard Church of England
Primary School
SEN Information Report
2020/2021**

SENCO: Mrs Tracey Laithwaite

SEN Governor: Emma Bendinge

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Local Offer Contribution:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

All Devon and Cornwall schools have a similar approach to meeting the needs of children with Special Educational Needs and Disabilities (SEND). They are supported by the local authority to ensure all pupils are included & make the best possible progress.

As a Church of England School we believe that we are part of journey of discovery, where we grow together in wisdom and knowledge. Our key Christian values are kindness, responsibility and respect and these values inform our teaching and care of all children within our school, including those children with additional needs. We believe that offering the children to understand and be active participants in both their learning and spiritual development will enable them to be ready for the challenges of later life and learning.

What types of SEN do we provide for?

LewTrenchard Church of England Primary School is a mainstream primary school setting and as such aims to meet the needs of children with the following SEND:

Cognition & learning difficulties
Communication & interaction difficulties
Social, emotional & mental health difficulties
Physical &/or sensory difficulties

These are explained more fully in our SEND policy which is available on the school website.

How do we identify and assess pupils with SEN?

Our staff-team track the progress of every child, across the curriculum as well as socially & emotionally, using a variety of assessments, & teacher observations, which are recorded at least half termly. Staff will consult with parents and listen to what the children themselves feel about how well they are progressing.

Termly Pupil Progress Meetings are held by teaching staff and members of the senior leadership team to discuss each child & identify any child not making the expected progress. Senior members of staff specifically look at the progress of vulnerable and disadvantaged groups. They feedback to teaching staff, should additional action be needed to meet the needs & ensure progress. A significant proportion of SEND children in our school make national average progress or above between the end of KS1 & the end of KS2 (based on data from 2016-2017 Year 6 SATS).

Where expected progress is not being made interventions are planned to meet these needs. It may be provided either 1:1 or in a small group and recorded on a Provision Map which details the targets to be achieved. These targets will be reviewed three times a year with parents, class teacher &/or SENCO. A graduated approach of Access-Plan-Do-Review enables us to ensure the correct differentiation & support is provided for each child and this links in with Devon's Graduated Response to SEN toolkit.

Who is our Special Educational Needs Co-ordinator (SENCO) and how can she be contacted?

Tracey Laithwaite is the SENCO at LewTrenchard Church of England Primary School. She co-ordinates provision across the main school and the Early Years Foundation Stage and is contactable either in person, via the school office on 01566 783273 or by email tlaitwaite@andaras.org

What is our approach to teaching pupils with SEN?

High quality, inclusive teaching is about meeting the needs of *all* pupils and having high expectations for *all* pupils, including those with SEN. We expect quality first teaching from all our staff within the classroom on a day to day basis. This includes differentiation of work to support groups or individuals with SEND so that they have access to a curriculum that is appropriate for them as individuals. Staff will receive regular training on quality first teaching and inclusive teaching strategies from both the SENCO and other, external training providers such as the Educational Psychology team and the Communication and Interaction Team. It is the SENCO's role to ensure all staff are fulfilling their responsibilities towards meeting the needs of pupils with SEN. This entitlement is underpinned by our whole-school teaching and learning policies and frameworks. Children with SEN require both support and challenge in order to achieve their full potential. We believe that all of our teachers are teachers of SEND and need the skills and support in place to be able to first understand and then meet the needs of pupils with additional needs.

How do we adapt the curriculum and learning environment?

The fundamental principle is that high quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils and builds high expectations for all pupils, including those with SEN. Classroom environments and resources provide support for all pupils; lessons are planned with clear, focused and differentiated learning objectives and success criteria; a range of effective teaching strategies and approaches to support individual needs are in place and additional adults are deployed effectively to support pupil progress. Reasonable adjustments to the curriculum and learning environment are made in line with Devon's Graduated Response to SEND Support so that staff can check that they are providing appropriate and purposeful support for pupils at different levels. The tool helps us to identify gaps in provision or research new ideas for working with individual pupils. The tool is used by Devon Local Authority to determine whether schools are making appropriate provision to meet the needs of all pupils and to help determine whether schools have taken sufficient, relevant and purposeful action before requesting additional resources.

It aims to build on the good practise that is already evident in schools by developing systems, skills and structures for responding to pupils' needs. For further information about how Devon schools adapt the curriculum and learning environment see:

<https://new.devon.gov.uk/supportforschools/services-and-contacts/send>

Disabled Access – Lew Trenchard Church of England Primary School is a small rural school where we have access to all areas via ramps or a lift. If you need help to access the school there is a bell at the main door to the main door which you can ring & a member of staff will help you. We are aware of the need for good security to keep all

children safe and so doors do require staff to open them. We have disabled changing & toilet facilities in the main school building.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

SEND children in our school regardless of their difficulty are encouraged to take part in activities inside and outside of the classroom. They take part in all PE lessons, school trips including residential trips, forest schools activities & after school activities. If there is a way for your child to join in we will do our very best to include them whilst taking in to account any concerns you may have.

How do we consult parents and pupils with SEN and involve them in their child's education?

The involvement of parents is deemed vital at every stage if the child is to reach their potential. At Lew Trenchard School we appreciate that parents know their children best & must be involved in their educational. To this end we have several opportunities throughout the school year where parents are invited in to see their child's work & talk to the class teacher –a parents evening in the Autumn and Spring terms to review progress and then again after the end of year annual reports have been sent to parents in July. You are of course welcome to, & indeed encouraged to, speak to the class teacher & look at your child's work at any time throughout the year. Additionally, parents of children with SEN will be invited to meet with their child's class teacher at the end of each term to review targets and set new ones for the following term. Tracey Laithwaite (SENCO) will of course, be available to talk to on all of these occasions should you wish.

How do we consult pupils with SEN and involve them in their education?

Children and young people with SEN have a unique understanding of their own needs and often have clear views about the sort of help they would like. This means they are well placed to be involved in making decisions, exercising choices and expressing a preference about how their needs and targets can be met. Pupils at Lew Trenchard School are encouraged to talk about their strengths, needs and ambitions. Teachers also involve pupils in monitoring their own progress and evaluating their performance on a daily basis. Pupils with Statements of SEN or an Education, Health and Care Plan (EHCP) are included in the annual review process where possible, either by discussing their views beforehand and/or attending the annual review meetings.

How do we assess and review pupil's progress towards their outcomes?

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **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 and links to Devon's Graduated Response to SEN toolkit.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

These reviews will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

What arrangements are in place in relation to COVID-19?

From September, the government announced plans for all children to return to school on a full time basis.

Following the guidelines provided by the government, which can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Lew Trenchard will be providing the following:

From September each class will be a 'bubble'. They will remain with their bubble for all lessons and breaks. The exceptions to this will be children attending breakfast club or travelling to school in a taxi.

- The school staff will be able to move freely between bubbles. Intervention groups and after school clubs should be able to run again. However, staff will maintain social distancing and avoid contact wherever possible.

Staggered start and finish times will be used as per the government guidance, to reduce congestion and therefore the mixing of too many adults at these times.

We have reduced the lunchtimes to ensure that the staggered times do not shorten the teaching time for children. Please follow signage and one-way systems. Older children will be expected to line up on social distanced spaces outside of their classrooms. Again, we are sorry but parents cannot be admitted to the building and will need to drop promptly to maintain social distancing for the next in line to drop or collect.

Times:

Pre-school (early birds: 9.00): 9.30-3.30 via the Yes Tor gate

Brentor (Reception and Year 1): 9.00-3.05 via the main gates (a member of staff will meet you and take children to the class via their own door).

Fox Tor (Years 2 and 3): 9:20-3.25 via the Yes Tor gate

Oke Tor (Years 4 and 5): 9:30-3.35 via the main gate (a member of staff will meet you and take children to their class).

Great Links (Year 6): 9:10-3.15 via the main gates then straight into their class through their door.

- Breakfast Club will be open again as previously. This must still be pre-booked and paid for via School Money and will run from 8.15am. Pupils will be collected at the main gate at 8.15 am prompt and will be taken to the hall by a member of staff. The staff member will sign the child in.

- Breaktimes – children will play in zoned areas, at staggered times, within their class bubbles.

- PE kit – children will need a pair of jogging trouser and sweatshirt in grey or black and a PE t-shirt (either a Lew Trenchard PE top or a blue t-shirt). They will generally have their PE on one afternoon a week so that there is no mixing of bubbles in the outside or hall spaces and the coaches we employ only work with them that afternoon. To make things simpler, we ask that the children come to school in their kits for their PE day.

- Classroom Set-up - There will be some changes to the layout of classrooms and the children will be working in forward facing rows. Equipment will be limited, especially soft furnishings and will be washed frequently. The classrooms will be cleaned throughout the day and at lunchtime to clean communal areas too such as toilets.

- The school curriculum, although focusing on core subjects and catch up where required, will still be broad and balanced giving children experiences in all foundation subjects. Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.

Children will have access to SEND provisions. These include:

- activities linked to the outcomes on their Education Health Care Plans.
- visual supports such as visual timetables, working memory boards, now and next cards or task cards.
- coloured overlays, ear defenders and sensory boxes.
- technology where appropriate, such as laptops and iPads.
- Access to resources to support emotional well-being, such a social or emotional stories.
- Online provisions, Spelling Shed and Times table Rockstars.
- In class provisions, such as precision teaching, Numicon and SALT activities.
- Interventions will take place within bubbles. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- EHCP annual reviews or meetings will be held via Zoom/Microsoft Teams/Telephone call with professionals and parents.
- Outside agencies will begin providing interventions within school or online via Zoom/Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

The offer shown below applies to any children that may need to be taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

Should there be a case for children to work from home, St Catherine's will ensure:

- Daily work will be set by the class teachers and contact available via Class Dojo, Zoom, Microsoft Teams or a Telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.
- Parents of SEND pupils may continue to require our support at this time and the messaging facility on Class Dojo allows for private conversations to be had between staff and parents. The SENCO can be reached at tlathwaite@andaras.org. Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year. External agencies will become involved if necessary following the usual graduated response process detailed above.

How do we support pupils moving between different phases of education?

When your child transfers to secondary school education we hold transfer meetings with staff from the receiving school & arrange additional visits if necessary, with a TA known to your child, to prepare them appropriately for the change. This also ensures staff at the new school are fully aware of the special needs your child has. You will be made aware of these additional visits & have the opportunity to visit too. If your child has a statement or ECHP the secondary school of your choice will be invited to attend the review meeting in year 5 to start preparations early.

If your child has come to Lew Trenchard part way through their education then we will request records detailing any SEND concern or support that was offered at their previous school so that we are not starting from scratch & missing time when we should be meeting the specific needs of your child.

How do we support pupils with SEN to improve their emotional and social development?

Personal, Social and Health Education (PSHE) is a core subject at Lew Trenchard. We recognise that our pupils' social, emotional and mental health is at the heart of them being ready to learn and so we provide robust support through our PSHE and RE curriculum. Weekly assemblies, collective worship and PSHE and RE lessons as well as daily circle time sessions support the children's learning and progress across the EYFS, KS1 and KS2. Our broad and balanced curriculum ensures *all* pupils have access to a range of exciting learning opportunities, including forest school, music and art lessons. Where additional social & emotional needs are identified, they are addressed through individual assessments. Support is offered by our Thrive trained practitioner, Sue Fairgrieve, where appropriate and monitored by Tracey Laithwaite (SENCO).

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

Tracey Laithwaite is an experienced and qualified SENCO Award training and she attends regular SEN forums in order to keep up to date with the latest developments in SEN both across Devon and Cornwall, and nationally. Updates are then passed on to the rest of the leadership team and teaching staff as required.

Staff training is a high priority at Lew Trenchard and recently staff have attended the following SEN-linked training:

- Bereavement Training
- Dyslexia Training
- Autism Awareness Training
- Sensory Processing for Early Years Training
- Emotion Coaching
- PIPS Intervention training
- Precision Teaching

How do we secure specialist expertise?

With the agreement of parents/carers the SENCO also liaises with health professionals such as the school nurse, physiotherapists, occupational therapists, speech & language therapists & paediatricians. Where concern is on-going parents may be asked to give permission for the Educational Psychologist to see their child to make a formal assessment of the difficulties & to provide advice on further support as appropriate. At Lew Trenchard we work effectively with many agencies outside of school to ensure we have advice from people who have more specific areas of specialism.

How will we secure equipment and facilities to support pupils with SEN?

Resources are allocated to support children with identified needs as identified previously. Each year we plan 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 differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the pupil are purchased as required.

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is accepted that in exceptional circumstances, schools will need to access resources in addition to the Element 1 place funding and Element 2 SEN funding. The 0-25 SEN team have developed a Request for Element 3 Funding template to be completed by schools and settings who wish to make a request for Element 3 funding. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget. The Element 3 funding aspect of SEND funding is currently transferring to an Education, Health and Care Plan. Children with statements of educational need are also transferring to this new system of requesting and allocating SEND funding.

How do we evaluate the effectiveness of our SEN provision?

Our school SEND policy details the roles of the class teacher, Special Educational Needs Coordinator (SENCO), the SEND governor and head teacher in supporting the special needs of children in our school. We follow the guidance in the SEND Code of Practice (2018) issued by the government. Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Mrs Laithwaite (SENCO) meets with the Governor responsible for SEN and sends termly reports the full governing body which details SEN updates, progress, funding, staff development and work with external agencies. She also produces a termly action plan which is agreed and monitored by the Executive Head Teacher.

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

Parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Who can young people and parents contact if they have concerns and what support services are available to parents.

If, as a parent, you are concerned about your child & have not been approached by school staff then you are encouraged to speak to the class teacher in the first instance. In the unlikely event that you do not get a satisfactory response then you are welcome to ask to see either the SENCO or the Executive Head Teacher to discuss your concerns. You can also contact DIASS (Devon Information Advice & Support for SEND) - formally known as Devon Parent Partnership on 01392 383080 or email devonias@devon.gov.uk.

Where can the LA's local offer be found?

Devon's Local Offer for SEND provides clear, up-to-date information on the services and support for children and young people with special educational needs and disabilities. The local offer covers provision for children and young people with SEND from birth to 25 and includes information on education, health and social care services and how to access them. It can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>