Landscove C of E Primary School

SEND Information Report

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School Policy and Procedure		
Parent/carer questions	***Key information***	***Links to SEND Code of Practice (2015)***
What kinds of SEND do pupils in the school have?	Landscove C of E Primary School is a mainstream primary school with children taught in mixed age classes. The school caters for a range of SEND needs: including Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical & Sensory Needs. Landscove C of E Primary School is a mainstream setting with 93 pupils from Reception to Year 6. We are passionate about inclusion and seek to take a holistic view of underachievement and the support of vulnerable pupils in accordance with the requirements of the 2015 SEND Code of Practice. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website Landscove Church of England Primary School - SEND Information Report	**The kinds of special educational needs for which provision is made at school**
How do you know if a pupil needs extra help?	A range of information is considered when deciding if a child/ young person requires additional support in school. This process is overseen by the SENDCO and draws on the views of many different people including the child, the parent, the class teacher and other adults working with the child. Teachers track pupil progress each term and this is discussed with the Academy Head at Pupil Progress meetings. Where there is a concern about pupil progress, this is shared with the SENDCO. ***What specific systems are in place to quickly respond to difficulties in learning?*** • All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include a delay in their social skills, communication, reading, writing or number work or difficulties with focus and attention.	**Information about the school's policies for identification and assessment of pupils with special educational needs**

	• If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. • If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo and will contact you to discuss the possibility that your child has SEND. ***What systems are in place for spotting pupils who may have unidentified needs?*** • The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. • The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician, but this will always be done with your consent and knowledge. • Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be informed of this decision. • If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them in the form of a provision map. At Landscove C of E Primary School, we use the following screening tools and assessments to help identify the area of need: • A language screener • TALC assessment	

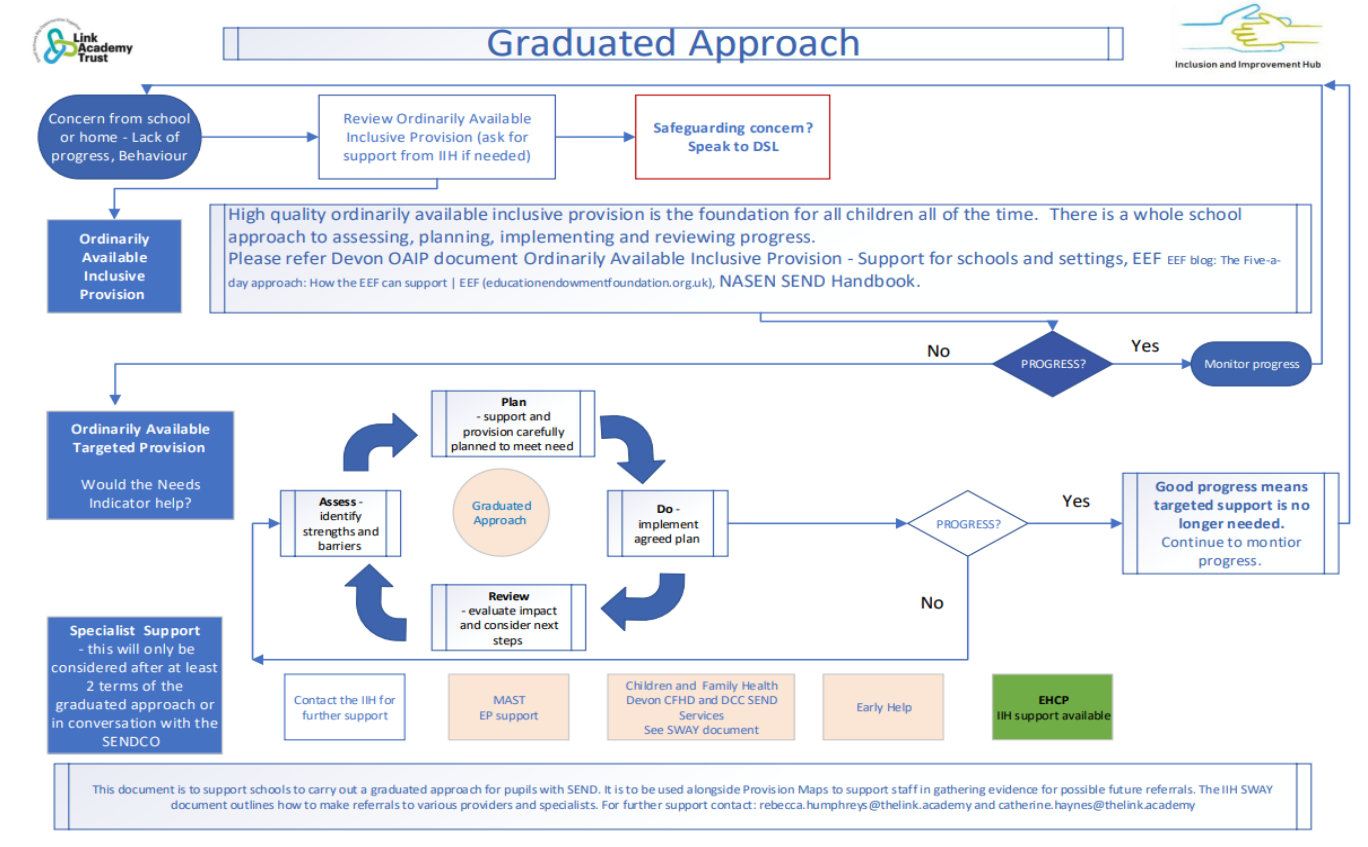
	• Dyslexia Screeners • HAST-2 Spelling • Phonic Assessments • Reading Assessments • Teacher assessments • Needs Indicator Tool Each term, the school SENDCO will meet with the Inclusion Lead for their Hub to discuss the needs of the children in the school and plan support. This might include further assessment, an observation by the Inclusion Lead, Early Help or an Educational Psychologist triage.	
Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	We follow a Graduated Approach to meeting pupils' needs, starting with Ordinarily Available Inclusive Provision (OAIP). Teachers adapt and personalise the curriculum to meet the range of needs and abilities within each class. This will look like: explicit instruction, scaffolding, responding to children's strengths and interests, short bursts of learning and regular movement breaks use of technology to enhance the curriculum and to support the child to access age-appropriate curriculum. Where children are not making progress with this support alone, we will look at what targeted support is needed to help the children make expected progress, so they achieve in line with their peers. Targeted Support might include: • more frequent and deliberately planned use of OAIP strategies • further use of additional resources or equipment • targeted intervention either in the classroom, or in a separate space • some additional time with an adult	**The school's approach to teaching pupils with SEND**

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We follow a Graduated Approach to support which includes assessment of need, planned support, implementation the support and assessment of impact. This is shown in the diagram below:



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How will the curriculum be matched to my child's needs?	If there are concerns about a child's learning progress, social and emotional well-being, communication skills or physical abilities, teachers will access support from the school SENDCO and they will work collaboratively with parents/ carers to make a plan of support. As part of this, they will use the Devon Needs Indicator Tool to identify the specific areas of need. From this, we will then use the Ordinarily Available Targeted Support document to identify what provision needs to be in place to enable to child to make progress. When needed, the SENDCO will also access support from the Inclusion Lead for their Hub. This might be for advice, observations or further assessments. Children on the SEND register will have an individual, or be part of a class, Provision Map which will outline the personalised adaptions to the curriculum and any strategies and resources that are in place to ensure access to the curriculum. As part of the Graduated Approach, these Provision Maps are updated each term and shared with parents/ carers. The support offered at our school is divided into three areas: the Ordinarily Available Inclusive Provision, the Ordinarily Available Targeted Support and Specialist Support. Ordinarily Available Targeted Support includes adaptions and support in class and may include time-specific, targeted interventions both in and out of the classroom. Specialised support will incorporate individualised and bespoke support and may include Multi-agency support.	**How adaptations are made to the curriculum and learning environment**
Is there any additional support available to help children with SEND?	We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include: • Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.	

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, offering visuals and concrete resources etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when there is an identified need that can't be otherwise met; this may often be because they have an intervention requested by an external professional such as an OT or speech & language therapist. As a rule, children do not access 1-1 support even with an EHCP unless there is a clear rationale for this.
- Teaching assistants will support pupils in small groups when they need to deliver an intervention that requires a more focussed approach, this may take place outside the classroom.

Examples of support include:

Communication and Interaction	**Cognition and Learning**	**SEMH**	**Physical/ Sensory**
- Visual timetables - Social stories - Relational Support Plan - Calm learning environment with reduced Sensory overload - Ear defenders - Languagelink interventions - Pre-teaching	- Writing slope - Use of a laptop/tablet - Spelling lists and dictionaries - Coloured overlays - Pre teaching and overlearning - Resistance bands around chairs	- Quiet workspace - Fidget objects - Movement breaks - Zones of Regulation - Co-regulation plans - Outreach programme - Designated trusted adult	- Consideration to seating - Limiting classroom displays to avoid overload - Sufficient space in classroom for safe access - Resistance bands around chairs

	<table><tr><td>- Colourful Semantics</td><td>- Support cushion</td><td></td><td>- Support cushion - Fidget objects - Limiting classroom noise and light - Designated trusted adult</td></tr></table> Resources are allocated across the school depending on the needs of the children. This is done by the Academy Head and SENDCO. The detail of the provision is written on the child's Provision Map, and these are shared with parents/ carers when they have been written. We welcome input from parents/ carers to these Provision Maps.	
How will the school know how well my child is doing?	Teachers continually monitor the progress that is being made by the children, and this is reviewed on at least a termly basis. Your child's class teacher will meet you regularly (termly or as required), to: • Set clear outcomes for your child's progress • Review progress towards those outcomes • Discuss the support we will put in place to help your child make that progress • Identify what we will do, what we will ask you to do, and what we will ask your child to do The SENDCO may also attend these meetings to provide extra support where requested. We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.	**Arrangements for assessing and reviewing pupil's progress towards outcomes**

	We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher.	
How will I know my child is making progress? How do you check on this?	We will evaluate the effectiveness of provision for your child by: • Reviewing their progress towards their goals each term • Reviewing the impact of interventions after the maximum of one term • Monitoring by the SENDCO • Using provision maps to measure progress • Holding an annual review (if they have an education, health and care (EHC) plan) The Director of Inclusion and Inclusion Leads will hold Inclusion Reviews at least once a year where they visit schools and look at the impact of provision for children with SEND. The Trust SENDCOs meet termly to share practice and advice amongst each other. This provides opportunities for schools to develop their SEND Provision further. The SEND Trustee in The Link Academy has a strategic role of ensuring high-quality, inclusive education for all pupils with SEND across the trust schools. This involves providing strategic oversight, ensuring legal compliance, supporting school leaders, monitoring the trust's SEND provision and championing the needs of pupils with SEND. The SEND trustee acts as a link between the board of trustees, the Director of Inclusion and the Senior Leadership Team and are responsible for promoting an inclusive culture throughout the organisation.	**How the effectiveness of provision is evaluated**
How will my child be included in activities outside the classroom, including school trips?	All of our extra-curricular activities and school visits are available to all our pupils, including (where suitably trained staff are available) our before and after-school clubs. If staff are unable to attend an after-school hours club and a child needs support, a parent may be invited to attend alongside their child.	**How pupils with SEND are enabled to engage in activities available with those**

	All pupils are encouraged to go on our school trips, including our residential trips and we will make adjustments wherever possible to ensure this. All pupils are encouraged to take part in sports day, school plays, special workshops etc. and where we are unsure of suitability this will be discussed with the parent. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. We have the following support available at the start and end of the day and during unstructured times: meet and greet, age-appropriate activities for a softer start in the morning, playleaders, alternative quiet activities, designated adults on duty in the playground. Pupils with SEND are encouraged to contribute to all parts of school life, this includes being part of the School Ambassadors, Eco Warriors, Buddy Readers and Play Leaders.	**in the school who do not have SEND**
How will you support my child's overall well-being?	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 provide support for pupils to progress in their emotional and social development in the following ways: • We provide extra pastoral support for listening to the views of pupils with SEND (e.g. through our Relational approach) • We have a 'zero tolerance' approach to bullying. Please see anti-bullying policy. Landscove Church of England Primary School - Policies • All staff have trained in the Relational Approach where we put relations at the heart of school life and use compassion and an understanding of regulation to support all pupils • We use a range of resources to support children with understanding and being able to communicate how they are feeling • Where children have difficulty managing these big emotions, the team around the child will produce a co-regulation plan for all staff to follow to help the child at these times.	**Support for improving emotional and social development**

	Where there are significant concerns about a child's behaviour, a meeting is organised with the Director of Inclusion, Inclusion Lead, Academy Head, SENDCO and where possible, the CEO. This is to discuss the provision in place for this child and identify any next steps to further support. Where children are finding it difficult coming to school, we will organise a meeting with parents and gain the children's views and then work together to make a plan to support the child with their attendance. This plan will identify the end goal and the small steps that are needed to achieve that goal. Children are encouraged to share their voice through Pupil Profiles, their views on their Provision Maps, gaining their views before meetings and being part of school council and other groups within school. If needed, we will use visuals to support the children in sharing their views. Information about administering medications can be found on the school website here: Landscove Church of England Primary School - Policies	

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Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	We share progress information with parents/carers by holding termly parent meetings, reviewing Provision Maps, Annual Reviews of EHCPs and in some cases Team Around the Family meetings. We also send a school report each year. There are 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 would be involved as appropriate ***How does the school explain how learning is planned and how this can be supported outside of the school?*** Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. All teachers provide Ordinarily Available Inclusive Provision (OAIP) which is the support that is available for all children. This is support that is *helpful to all, harmful to none and crucial for some*. This will look different in each class depending on the needs of the class and is recorded on Provision Maps. We follow the OAIP guidance set by Devon We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:	**Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education**

	• Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc. • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, offering visuals and concrete resources etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, dyslexic friendly/processing needs coloured exercise books. • Teaching assistants will support pupils on a 1-to-1 basis when there is an identified need that can't be otherwise met; this may often be because they have an intervention requested by an external professional such as an OT or speech & language therapist. As a rule, children do not access 1-1 support even with an EHCP unless there is a clear rationale for this. • Teaching assistants will support pupils in small groups when they need to deliver an intervention that requires a more focussed approach, this may take place outside the classroom ***What other opportunities are there for involvement and consultation with parents? Open mornings, meet the teacher, parent learning sessions etc?*** We will provide an annual written report on your child's progress. Your child's class teacher will meet you regularly (termly or as required), to: • Set clear outcomes for your child's progress	

	• Review progress towards those outcomes • Discuss the support we will put in place to help your child make that progress • Identify what we will do, what we will ask you to do, and what we will ask your child to do The SENDCo may also attend these meetings to provide extra support where requested.	
How will my child be able to share their views?	The level of involvement will depend on your child's age, and how confident they are at sharing their views. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to: • Attend meetings to discuss their progress and outcomes • Prepare a presentation, written statement, video, drawing, etc. • Discuss their views with a member of staff who can act as a representative during the meeting • Use visuals to show their views ***How does the school encourage the active participation of pupils?*** All of our extra-curricular activities and school visits are available to all our pupils, including (where suitably trained staff are available) our before and after-school clubs. If staff are unable to attend an after-school hours club and a child needs support, a parent may be invited to attend alongside their child. All pupils are encouraged to go on our school trips, including our residential trips and we will make adjustments wherever possible to ensure this. All pupils are	**Arrangements for consulting with children with SEND and involving them in their education**

	encouraged to take part in sports day, school plays, special workshops etc. and where we are unsure of suitability this will be discussed with the parent. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.	
How will you support my child when he/she joins your school or moves class or transfers to a new school?	We recognise the importance of ensuring a high-quality transition regardless of the stage. To prepare for new students with SEND transitioning into our school, we have the following strategies in place to support: • Transition meetings with pre-school, parents and any outside agencies • Liaising with the SEND Team • Taster days • Where necessary, a phased start to the term To help pupils with SEND be prepared for a new school year we: • Ask both the current teacher and the next year's teacher to attend a meeting at the end of the year when the pupil's SEND strengths and needs are discussed • We timetable transition sessions so that towards the end of the summer term children spend time in their new class To help pupils with SEND prepare for transition to Secondary School: • The SENDCo of the secondary school will contact our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.	**Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

	• Pupils will be prepared for the transition by: • Discussing a secondary school timetable • Learning how to get organised independently • Attend an enhanced transition and have additional visits When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. All records will be passed to the receiving school as soon as possible and in line with GDPR.	
Staff skills and wider support		
What skills do the staff have to meet my child's needs?	Within Link Academy Trust we have the support from the Inclusion Partner who support our school based SENDCOs. The Inclusion Partner co-ordinates much of the CPD that happens in our schools. This has included: • The Relational Approach • OAIP and Targeted Intervention • Ongoing TA Training and CPD which includes Autism, OAIP and Understanding ADHD • Forest School training Where a new child joins our school who have needs that have not previously been supported, we will: • Have a transition meeting with parents, previous setting and outside agencies • Take advice from any professionals working with the child	**The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured**

	• If possible, access staff training on the specific need • Speak to the SEND Team • Attend TAF meetings	
What specialist services are available at or accessed by the school?	The external support services that we access are: • Educational Psychologist • Devon SEND Team • Communication and Interaction Team • SEMH Team • Speech and Language Therapists • SpLD (Dyslexia) Team • Occupational Therapist • Sensory/ Physical Team • Visual Impairment Team • Teacher of the Deaf • School Nurse • Bladder and Bowel Team • Paediatrician • Child and Adolescent Mental Heath Team (CAMHS) • Mental Health Support Team – depending on need • Nursery Plus • Early Years Complex Needs Team • Social Care • Family Intervention Team • Children and Families in Grief/ Balloons – depending on area	**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**

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What happens if my child needs specialist equipment? **How accessible is the school and how does it arrange the facilities children need?**	If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapy, Physiotherapy or Physical Disabilities Team to ensure that the correct equipment is provided to school. Further information is available in our accessibility plan which can be found here: Landscove Church of England Primary School - Accessibility Plan	**How equipment and facilities to support children with SEND will be secured**
How will my child manage tests and exams?	The Access Arrangements are discussed in meetings with class teachers and the SENDCO to ensure that the children have what they need in place to access their assessments. This will also be discussed with parents. The access arrangements might include: • Extra time • A scribe • Transcribe • Breaks through the test • Coloured overlays • Enlarged test papers	**Information regarding access arrangements**

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Accessing advice and support		
What should I do if I think my child may have a special educational need or disability?	Our SENDCo is Rosina Kellman She has 10 years of experience in this role. She is a qualified teacher and has the necessary SENDCo experience and training. Rosina achieved the National Award in Special Educational Needs Co-ordination in 2016 She can be contacted by email adminlandscove@the link.academy (Marked as CONFIDENTIAL - FAO: Rosina Kellman) Our school based SEND Leads are the Head Teacher, Mrs Natalie Last and Mrs Jodie Talbot(adminlandscove@the link.academy). The SENDCO and SEND Leads are overseen by the Academy Inclusion Partner Victoria Gillon.	**Contact details for the Special Educational Needs Coordinator**
What do I do if I'm not happy or if I want to complain?	Our school's complaints procedure can be found on the website. Complaints about SEND provision in our school should be made to the SENDCo and/ or headteacher in the first instance. They will then be referred to the school's complaints policy. Landscove Church of England Primary School - Policies If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding: • Admission	**Arrangements for handling complaints from parents of children with SEND**

	• Exclusion • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Contact details of the disagreement resolution and mediation services for Devon are: Global Mediation and you can contact them on 0800 064 4488 or email SEN@globalmediation.co.uk to find out more.	
Where can I get information, advice and support?	If you have questions about SEND or are struggling to manage and understand your child's needs, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at Devon's local offer https://www.devon.gov.uk/education-and-families/SENd-local-offer Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are able to give impartial and confidential support to families. They can be contacted at : https://devonias.org.uk or on 01392 383080 Link Find your local IAS service in your catchment area.	**Contact details of support services for parents of pupils with SEND** **The school's contribution to the local offer and where the LA's local offer is published**
Where can I find out about other services that might be available for our family and my child?	National charities that offer information and support to families of children with SEND are: • (IPSEA) Independent Provider of Special Education Advice • SEND Family Support - Helping Familes Care For Children with SEND	

	• NSPCC • Family Action • Special Needs Jungle -	