

The Grove School SEND (Special Educational Needs and Disability) Report 2014 – 2015

(will be updated to 2015 – 2016 in Autumn 2016)

The Grove Primary School is a mainstream school for children aged 4 – 11 years of age; we will have an intake of up to 315 children once the current rebuild has been completed. The progress made by all pupils is monitored by the headteacher, the teaching staff and the special educational needs co-ordinator (SENCO) on an ongoing basis. The teaching staff check all children's progress through marking and feedback, discussion with staff and pupils, staff meetings, midterm assessments and termly class reviews. The information from midterm assessments is compared with previous assessments to track progress; this information is also used to project forward to give an approximate idea of achievement goals. Progress is checked constantly by the class teacher and termly or more often if necessary by the headteacher, class teacher and SENCO during the class reviews. Concerns in progress may be raised by staff or parents. Pupils with special educational needs are identified as those who require a provision that is **additional to or different from** that normally available in a differentiated curriculum. In terms of inclusion we will do our best to ensure that appropriate provision is made for any child who has special educational needs or disabilities. Further information on how we identify pupils with SEN can be found on p.5 of our SEN policy on the school website along with information about how we assess and track pupils with special educational needs (pages 6 and 7 and appendix B of school SEN policy) but if a child is receiving a special educational intervention then progress with this is reviewed every half term. The SEND register is reviewed every term.

There is also an SEN Governor on the school board of governors who monitors the SEN support provided by the school. This governor can be contacted through the school office on 01803 862018. The governing body liaises with other bodies such as health and social services, local authority support and voluntary organisations, in meeting the needs of all pupils including those with special educational needs. The governors are kept up to date with any changes in guidelines for special educational needs; the way in which the school uses support from outside agencies (such as Educational Psychology service or Speech and Language Service) is fed back to the governing body along with regular updates on pupil progress. The chair of the governing body is Mr Mike King; he can also be contacted through the school office.

Typical special educational needs.

The main types of special educational need currently found within The Grove are Cognition and Learning (CL) or Communication and Interaction (CI). CL can arise from a need in quite a specific area such as reading, writing, spelling or maths, or from more general difficulties across a range of subjects. A CI difficulty can refer to a Speech, Language and Communication Need (SLCN) or a need that has arisen from the Autistic Spectrum (ASC). There are 23 children on the SEN register at The Grove; some of those children may have more than one need. 52% of the pupils on the register have a CL need as a primary difficulty in a specific area (such as reading,

writing, spelling or maths), 30% have a CI need as a primary difficulty that arises from speech and language, 18% have a different requirement. After a need has been identified, the class teacher and SENCO work together to put appropriate support in place and in consultation with the parents/carers.

The school's approach to teaching children with special educational needs

All pupils access high quality teaching which takes account of a pupil's differing needs. Teaching is differentiated to match each pupil's level of learning; for some children this will mean a modification to teaching approaches and for others with complex needs it will be a tailored personalised approach. A range of resources are used to support the children from computer software to specific equipment to personalised timetables. When needed, advice is sought from a variety of advisory services and outside agencies (listed further below) in order to remove barriers to learning. Knowledge and understanding of the four primary areas of special educational need (communication and interaction CI; cognition and learning CL; social, emotional and mental health SEMH; sensory and/or physical needs) is used to plan provision and to focus on interventions that relevant and evidence based. All children are encouraged and supported to take part in the wider areas of personal and social development including after school clubs, school plays, school trips, residential visits and sporting events. This develops not only the learning but also the health and well-being of the pupils. Additionally the school has a strong nurturing and Thrive approach in recognition of the importance of physical, mental and emotional well-being. This ethos contains clear processes to support children experiencing a range of social and emotional difficulties and also to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Children are able to give feedback through the school council, through pupil conferencing and through discussion and being kept informed as much as possible in significant events (such as the rebuild of the school).

Examples of assessments and interventions used.

Some of the types of assessment used within the school include:

- *Language Link* – to help identify specific areas of language development that might need additional support. For example, understanding and using pronouns, understanding complex sentences. This occurs during Reception and Year 4 classes for all pupils. If children are identified as needing additional support then this is carried out either on an individual or small group basis, depending on the type and level of need.
When is this reviewed? This intervention is reviewed on a six month to yearly basis but only for pupils who need and receive additional help in this area.
- *School Pupil Tracker* - www.spto.co.uk/schoolpupiltracker for recording results and tracking academic progress using age appropriate guidelines.

When is this reviewed? Information is entered regularly and the system is accessed to check progress or find specific pieces of information. Teaching staff update their own class held information on the progress of pupils on an ongoing basis. Specific SEN interventions are reviewed every half term unless stated otherwise. Class reviews are held between the headteacher, class teacher and SENCO each term to monitor the progress of all children in the class.

- *Thrive* – supporting the emotional wellbeing of pupils.

When is this reviewed? A pupil's progress is reviewed once a term with a new Thrive action plan. For more information on Thrive see **Appendix B** of the SEN policy, www.thriveftc, or contact the school to speak to the headteacher or SENCO.

- *Devon Fun Fit* – working with children with significant co-ordination difficulties. This is carried out using a specific programme of activities.

When is this reviewed? Devon Fun Fit progress is reviewed once a term using an assessment sheet that is part of the programme.

- *IEPs* – Individual Education Plans. These are drawn up with specific individual targets for a child to work on. An IEP will typically contain three or four targets and evidence of these targets being achieved is written on the IEP by classroom staff.

When is this reviewed? These are reviewed each term and discussed with the parents at parent consultation evenings.

- *One to one support* – Some children will require additional one to one support and this could either be in short amounts over a specific period of time to assist progress in a particular subject, or it could be more long term extensive support as part of an identified need or EHC (Education, Health and Care) plan.

When is this reviewed? Academic one to one support is reviewed by the school half termly. One to one support that is part of a longer term plan is reviewed annually but with the details of how the support should be implemented being reviewed termly.

The SENCO carries out an annual audit of provisions which helps to evaluate the interventions and resources we are using; it also helps to identify training needs for staff to meet the SEN needs of the school. Regular reviewing of the interventions as outlined above (and including pre and post assessment data) enables the school to judge the effectiveness and adjust the provision accordingly. Children with statements or EHC plans have targets that work towards the long term needs identified in their particular plan. They will have annual targets that build towards the long term goals and these annual targets are subdivided into steps that are reviewed half termly or termly depending on the area of development. In addition to analysing the interventions and their outcomes, information on progress is also gathered through discussions with pupils/staff/parents, through analysis of work and through observations.

Agencies our school might work with.

The school also works closely with advisory services and external agencies such as :

- Speech and Language Therapists (SALT),
- Educational Psychology Services,
- the Schools nurse
- Parent Support Adviser (PSA) for our local schools community, Sandra Maggs,
- CAMHS (Child and Adolescent Mental Health Service),
- Youth Offending Team (YOT, police support service)
- Babcock LDP SEN support
- 0-25 SEN team
- Devon Information Advice and Support, DIAS (formerly parent partnership)
- Specific Learning Disability (SpLD) Outreach and Support
- Advisory teachers

These agencies provide valuable support and advice to the school and parents and help enable the appropriate provisions to be identified and implemented; these provisions are then reviewed on a half termly or termly basis depending on the programme.

Communicating with parents.

If a parent or carer wishes to discuss something about their child then the child's class teacher is usually the first point of contact. If the issue is one of special educational needs then the class teacher will discuss the matter further with the SENCO in the first instance; or with the head teacher if the matter requires prompt attention and the SENCO is not available at that time.

Some of the ways in which we communicate the progress of children with special educational needs are outlined below:

- Home/school book for regular two-way contact about events.
- Emails and phone calls to and from school.
- Weekly or fortnightly brief after school catch-ups to keep both parties updated.
- Parent consultation evenings.
- Specifically arranged meetings with the class teacher/LSA and SENCO.

- Termly reviews/TACs (Team Around the Child)
- Feedback at school following involvement with specific professionals (eg Educational Psychologist)
- Annual reviews of EHC/Statement plans.

The school always aims to explain the strategies being used to develop the pupil's progress and uses insights from the parents and children to inform decisions. The class teacher will speak with the parents if it is felt that a special educational provision needs to be made for their child, the differing means of communication outlined above enable feedback between school and parents. Dates for reviewing progress are agreed with the parents and at times parental involvement is sought to reinforce or contribute to progress at home. Either the child's parents or the school have specific rights to request an Education Health and Care needs assessment.

Parents or carers are also able to contact our Parent Support Adviser (PSA), Sandra Maggs, who offers a range of services including support at meetings, assistance with form filling, home visits, training and links to other services. Sandra works closely with the school and is another point of contact/communication. She can be contacted on smaggs@totnes-st-johns-primary.devon.sch.uk or by phone on 07904 491207.

Additionally, Devon Information Advice and Support (DIAS) is an organisation that provides 'confidential and impartial information, support and training' for parents and carers who have children (age 0-25 years) with additional educational needs. They are an independent organisation that works closely with local authority, schools, health and social services as well as other agencies. The service is free to parents. They can be contacted on devonias@devon.gov.uk or by phone on (01392) 383080; further information can be found on their website at www.devonias.org.uk

If a parent has concerns that they feel have not been adequately addressed through discussions with the class teacher, SENCO or head teacher then the Grove School has a formal complaints policy which can be found on the school website or from the school office.

Enabling children to contribute their views

The Grove School provides an annual report for all parents on their child's progress. For children with special educational needs there are additional meetings, assessments and reports that provide regular progress updates for parents and pupils. These opportunities will include the discussion of IEPs, interim reviews or termly meetings, TAC meetings (Team Around the Child), meetings to inform and then review the DAF process. In addition to these there will also be annual reviews of plans for children with an EHC (Education Health and Care Plan). The pupils are asked for their views prior to each of these and also prior to meeting with an external professional, such as an educational psychologist. It is important that all professionals listen, understand and address any concerns raised by children and young people themselves. These steps help to ensure decisions are informed by the insights of parents and those of children themselves. Pupils are aware of the planned support and interventions. Clear dates for reviewing progress are

established, for example termly reviews of a pupil's IEP; the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes.

The availability and expertise of staff in relation to children with special educational needs

SENCO – Ali Stewart, part-time (all day Monday, Tuesday afternoons and Wednesday mornings).

Contactable during these hours either through the school phone on 01803 862018 or by email on alis@the-grove-primary.devon.sch.uk

If you wish to speak to someone during the times that the SENCO is not available, please contact the class teacher at the end of the school day or the head teacher on 01803 862018, or email the headteacher on head@the-grove-primary.devon.sch.uk

In order to support children with special educational needs, the Grove school carries out the following:

- Regular reviews of staff training needs and providing relevant training to develop whole school staff understanding of SEN and strategies to support inclusion and high quality teaching.
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class.
- Adhering to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledging the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff.
- Ensuring that the SENCO has sufficient designated time to fulfil their role adequately.
- The senior leadership team (SLT) consults with the SENCO with regard to SEN provision.
- Ensured that the SENCO completed the National Qualification for SEN Coordination, within the designated timeframe,
- Evaluate provisions through classroom observations, and pupil progress through book/work scrutiny and pupil observations.
- Understanding the processes that govern access to external support services and agencies.

There is a wide range of special educational needs experience and qualifications amongst the staff group including: literacy strategies; numeracy strategies; reading strategies; safeguarding; speech, language and communication needs; autistic spectrum; Thrive; Devon Fun Fit; behaviour support and management.

Accessibility

The Grove school is undergoing an extensive rebuild and so accessibility is not currently as good as it should be. However, from January 2016 the school will be fully wheelchair accessible and there will be disabled changing and toilet facilities available. The school makes appropriate use of the resources in our delegated budgets to support children and young people with additional needs; we use our best endeavours to make sure that a child with SEN gets the support they need and make reasonable adjustments under the Equality Act 2010. We use the DAF 2a and 3 processes to try to gain access to additional funding held by the Local Authority in its High Needs block, for additional support for pupils with an exceptional level of need in our setting. We promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities, and use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision.

Transfer between phases of education

A change of school, class and staff can be an exciting, yet anxious time for all pupils. At The Grove we recognise that this can be challenging for some pupils with SEND. The school endeavours to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Some of the ways we manage these transitions are outlined below.

- Begin transition planning as early as required.
- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches.
- Develop an appropriate person-centred planning approach to all transitions between school or classes/ key stages so that the pupil and family are at the centre of the planning process. For example the Reception class teachers visiting the feeder pre-school prior to a pupil's admission to school; a close liaison existing between the pre-school and The Grove to enable the transfer of information and records; additional induction/transition time for children and parents/carers prior to admission.
- For year to year transitions - detailed handovers between members of staff, consideration given to the appropriate LSA (Learning Support Assistant) to support the pupil during the next academic year, extra support often used to ease transition such as visual timetables, pictures and photo books.
For transition between The Grove and secondary school – additional transition/induction time such as extra visits to the secondary school supported by LSA from The Grove; ensuring the secondary school is aware of current interventions and equipped with all of the relevant information regarding the pupil; liaising closely with the SENCO of the secondary school to facilitate the transfer of information. Ensure that planning and provision takes into account the pupil's next phase of education and takes steps to prepare the pupil accordingly; support provided through meetings such as Year 5 annual review or planning meetings. The DAF process will support the transition process.
- Monitor the on-going transition process, building on previous assessments and reviews.
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes.

The local authorities 'local offer'

Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs mean varied levels of support may be required at different times.

In Devon, the aim is to provide a range of support and opportunities to enable children with SEND to be part of their local community and to be included and educated alongside their peers. This range of support and opportunities is known as the 'local offer' and it sets out what parents/carers can expect to be available to support children and young people with special educational needs and disabilities aged 0-25 years. For more information on the local offer visit Devon County Council's special education needs and disability website on <https://new.devon.gov.uk/send> or contact them by phone on 0845 155 1015.

Academic Progression of children with SEN 2014 – 2015

Below are tables showing the attainment achieved by KS2 pupils with special educational needs at the end of the last academic year.

Key: (SP) = Slow progress. (GP/GP+) = Good /Expected progress or above (+)

(NP) = No progress.

ARE = Age Related Expectations. EM = Emerging (working towards ARE).

EX = Exceeding (Exceeding ARE).

Number of children in Key Stage (KS) on the SEN register.	Subject		
	Reading (R)	Writing (Wr)	Maths (M)
Found/KSI: 6 children.			
EM:	3 x GP	3 x GP	3 x GP
ARE:	2 x GP	2 x GP	2 x GP
EX:	1 x GP+	1 x GP+	1 x GP+

KS2: 17 children.			
EM:	2 x SP 5 x GP 2 x GP+	2 x SP 5 x GP 2 x GP+	7 x GP
ARE:	1 x SP 3 x GP	3 x GP 3 x GP+	5 x GP 2 x GP+
EX	1 x GP+	1 x GP+	3 x GP

Of the 69 possible scores (23 children x 3 subjects), 5 scores are of SP, the rest are GP or GP+.

- 23 children are on the SEN register out of a population of 225 children, 16 boys and 7 girls. This equates to 7.1% and 3.1% respectively of the school population.

Nationally SEN is more prevalent in boys - across all age groups and within state funded primary schools, state funded secondary schools and secondary schools, 16.0% of boys have SEN support compared with 9.2% girls.

[Department of Education: Special Educational Needs: An Analysis and Summary of Data Resources. November 2015]

- Of the 23 children, 16 (70%) made either GP or above in all areas;
21 (91%) made GP or above in 2 of the three areas.

Gender

SEN gender spread across the key stages:

Key Stage	Boys	Girls
Foundation/ KSI	4	2

KS2	12	5
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Pupil Premium (PP) with SEN :

6 children in Foundation/KS1 are on the SEN register, 1 is also PP (17% of this group)

17 children in KS2 are on the SEN register, 5 are also PP (29% of this group).

6 children in total are on the SEN register who are also PP = 26.1%

2 of those latter 6 children are at EM, the rest either at ARE or EX across subjects.

For any further information on SEND matters please see the SEN policy on the school website or contact the school.