

SEND Information Report – TEAM Multi-Academy Trust (2020-2021)

All Devon maintained 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 and make the best possible progress.

The local authority produces a 'Local Offer' which is found at: <https://www.devon.gov.uk/education-and-families/send-local-offer/> The Local Offer outlines the support that is available in the area.

The schools within TEAM Multi-academy Trust: Pilton Bluecoat, UMBERLEIGH, Brayford, Witheridge and High Bickington, are mainstream settings and provide a broad and balanced curriculum for all pupils. During Covid 19 restrictions the curriculum was mainly delivered via online platforms. Face to face provision was made for children with Education, Health and Care plans and vulnerable children whose parents desired it. Where it was felt to benefit the child this was extended to some other children with SEND.

We are inclusive schools, providing appropriate challenges and effective learning opportunities to meet the needs of all our children.

We make provision for pupils with a wide range of needs:

- Communication and interaction, for example, autistic spectrum conditions, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy

These are explained more fully in our SEND policy which is available on the schools' websites. We meet the needs of our SEND children by delivering quality first teaching in all classrooms on a day to day basis. This includes differentiation of work and structuring of lessons into chunks to support groups or individuals with SEND so that they have access to a curriculum that is appropriate for them as individuals.

Feedback is given regularly using the Error, Mistake, Dive deeper model (EMD) so all children receive support and feedback on their learning that is targeted to each individual child and learning experience. Staff track the progress of every child using a variety of assessments and teacher observations. They monitor data using Cornerstones Education online monitoring, and progress meetings are held regularly with teaching staff and members of the leadership team to discuss each child and identify any child not making the expected progress.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Senior members of staff specifically look at the progress of vulnerable groups. Where expected progress is not being made, interventions are planned to meet these needs. These may be provided either 1:1 or in a small group.

Identification of children causing concern.

Initial concerns may be raised by parents, teachers or other agencies. Parents should raise initial concerns with the class teacher and these concerns may be followed up by the SENCo if the parent or teacher requires further advice.

Teaching strategies to support these children will be reviewed and further investigation of the child's individual needs may be undertaken by the teacher and SENCo. These are gathered along with any information from formal assessments to complete a picture of the child as a learner and are recorded on the SEND information form.

Children whose needs are additional to and different from the needs of their peers have a personalised Support Plan and will be recorded as having a SEND on the schools' register of need.

Individualised targets will be set in a Support Plan which will record the universal provision and high quality teaching strategies used to support the child in the classroom and the additional, targeted or differentiated support in place. The Support Plan may also detail any individual or small group support and who is responsible for providing it.

Support Plans are reviewed at least each term to ensure effective provision is meeting the child's needs. Plans can be reviewed more frequently if necessary. Parents will be invited to contribute to the review either through parents' evenings or at a Team around the Child (TAC) meeting. These are often longer and target those with more complex needs. If other professionals are working to support the child they may also attend the TAC meeting.

This process forms the schools graduated approach which is a four-part cycle of assess, plan, do, review that enables us to ensure the correct differentiation and support is provided for each child.

The involvement of parents is vital at every stage if the child is to reach their potential. With the agreement of parents/carers, the SENCo also liaises with health professionals such as the school nurse, physiotherapists, occupational therapists, speech & language therapists, psychologists, paediatricians and specialist advisory teachers. Where concern is ongoing, parents may be asked to give permission for a referral to other agencies.

The TEAM schools work effectively with many agencies to ensure we have up to date advice from people who have more specific areas of specialism. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEND

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 pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Relational approaches – attachment based mentoring
- Speech and Language targeted intervention
- Accelerated reader programme
- Social skills and feelings groups including the Learning Champions groups at Pilton Bluecoat and Witheridge Schools.
- Lego therapy
- Social stories
- Small group and 1:1 maths top up sessions
- Read, Write Inc –targeted literacy programme
- Specific individual programs to address specific literacy difficulties
- Additional targeted support for phonics

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

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font sizes, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, repeating or simplifying instructions, breaking down tasks into small explicit steps etc.

Additional support for learning.

Each class has the support of a Teaching Assistant, in some cases addition teaching assistants support individual or more usually small groups of pupils. We have teaching assistants who are trained to deliver interventions such as speech and language interventions, reading support, maths top up and fun fit.

Teaching assistants will support pupils on a 1:1 basis when their learning needs require individualised learning or support to access the curriculum at the correct level. Teaching assistants will support pupils in small groups when groups of children require similar levels of support around a specific issue or difficulty.

Expertise and training of staff

Kate Taylor, our SENCO, has 5 years' experience in this role and has worked as a teacher in key stage 2 for 6 years. Prior to entering teaching she worked for Integrated Children's Services. She can be contacted via the school office. She works full-time to manage SEN provision across the TEAM multi-academy trust.

In the last academic year, staff have been trained in Autism awareness, attachment based mentoring, speech and language interventions, social stories, accelerated reading, assessing and responding to dyslexia, dyscalculia and attended the Devon Enhanced Language Programme (DELP).

We currently have two trained Lead practitioners for Autism and three DELP practitioners.

Each school has a Speech and Language Champion who has additional training in assessing and responding to children's speech and language needs. They also undertake routine screening of speech and language skills when children enter year 1 and year 3.

At Pilton Bluecoat we also have two Pastoral Support Workers who are able to support both parents and pupils who may have social and emotional needs or SEND. Class teachers are able to request support for pupils which is tailored to individual needs.

Securing equipment and facilities.

Allocations of small amount of school funding to secure particular resources will be made according to the needs of the child. If additional resources are required an application for statutory assessment of the child's need and Education, Health and Care plan would be made. Parents' and children's views about the support they receive will form part of this application.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Progress meeting with senior leaders and teachers to monitor all progress
- Seeking the views of parents pupils and when appropriate other professionals through the review/TAC meeting.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Reporting to parents

We appreciate that parents know their children best and must be involved in their education. We have several opportunities throughout the school year where parents are invited in to see their child's work and talk to the class teacher – we hold one parents evening during October and one in March. Half termly reports give a brief summary of pupils' engagement in learning. Parents are also invited to discuss the annual report with individual teachers in July.

Parents always are welcome to speak to the class teacher and look at their child's work at any time throughout the year. If parents have any questions about the provision for their child they should raise these with the class teacher and the SENCo. A review of the support plan can be scheduled if necessary.

If parents have further concerns they should follow the procedure laid out in the schools' complaints procedure which is available on the website.

Transfer to Secondary School

When a child with SEND transfers to secondary school education we hold transfer meetings with staff from the receiving school and arrange additional visits if necessary to prepare them

appropriately for the change. This also ensures staff at the new school are fully aware of the special needs the child has.

Parents are made aware of these additional visits and have the opportunity to visit too. If the child has an EHCP (Education, Health and Care Plan), an annual review of the plan will be held in the summer term to consider recommendations for secondary transfer. Our school SEND policy details the roles of the class teacher, Special Educational Needs Coordinator (SENCO), the SEND trustee and Head of School in identifying the special needs of children in our school.

Transfer from Pilton Infants to Pilton Bluecoat

As Pilton Bluecoat is a junior school children transfer from Key Stage One schools - often Pilton Infant School. We work closely with Pilton Infant school to ensure children needs are known before arriving. Staff meet to ascertain the children's needs. For those with identified SEND need the SENCO and when possible new class teacher will attend a TAC meeting in the summer term before the child moves.

Additional Support – Early Help

We follow the guidance in the SEND Code of Practice issued by the government – completing the assess, plan, do, review process, requesting additional funding and ECHP assessments. Additional assessment and support will be sought through the Early Help process when a child or family's situation is beyond educational needs and requires the support of a broader network of professionals.

Further information

For further information please see the SEND policy on this website for further details.

If you need more information or information in a different format, please phone 01271 345952 or email admin@piltonbluecoat.devon.sch.uk

Useful Websites Devon Information Advice and Support service provides independent advice and information to parents and carers of children and young people with SEND.

<http://www.devonias.org.uk/>

The Devon Local Offer details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services.

<https://www.devon.gov.uk/education-and-families/send-local-offer/>