LINK ACADEMY TRUST

SEND information report – Bearnes Voluntary Primary School

1 SEND that is provided for:

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, 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, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2 How do we Identifying pupils with SEND and assess their needs?

We will 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 SEND. The Link Academy Trust will refer to their Quality First Teaching Pathway which moves through the SEND Waves of Intervention. Teachers will carry out a plan do review cycle assessing interventions used to aid the pupil's progress. After two cycles, if little or no progress is made, pupils will move onto the next wave.

Wave 1: Universal – Quality First Teaching for All (review of planning, curriculum delivery, behaviour management strategies and TA deployment)

Wave 2: Targeted – Intervention programmes in school

Wave 3: Specialist – This may include Link Academy Improvement and Inclusion Hub support, Educational Psychologist referrals, EHCP, CAMHs, Early Help

Provision Mapping is used to record this.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3 How does the academy consult and involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents when it is decided that a pupil will receive SEN support.

4 How does the academy assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (using the QFT Pathway alongside the Devon Graduated Response where appropriate). Teachers will use provision mapping to outline interventions and outcomes.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment and provision maps will be reviewed regularly.

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 will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5 How will we support pupils moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6 What is 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 SEND. This will be differentiated for individual pupils.
We will also provide the following interventions:

- Lego Therapy
- Precision Teaching
- Toe by Toe
- Pre/Post Teaching
- Trugs

7 What adaptations to the curriculum and learning environment have been made?

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, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8 Do you have additional support for learning?

We have 6 teaching assistants who are trained to deliver interventions..
Teaching assistants will support pupils on a 1:1 basis where appropriate and inline with aspects of EHCP's
Teaching assistants will support pupils in small groups where necessary
We work with the following agencies to provide support for pupils with SEND:

- MAST (Multi Agency Support Team)
- Link Academy Inclusion Hub
- Communication and Interaction Team – Babcock
- Play Therapists
- School Counsellor

9 What are the expertise and training of staff?

Our SENDCO has 2 years experience in this role and has worked as a classroom teacher for _____ across a variety of different schools. They are allocated 1 day a week to manage SEND provision.

Within the academy we also have Alex Waterman (SEND and Safeguarding Lead) and Rebecca Humphreys (Inclusion Hub Manager) who have both completed their National SENDCo Award.

We have a team of 6 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in QFT, Early Help and SEND Module 1.
We use specialist staff for our school counselling provision

10 How does the academy secure equipment and facilities?

An accessibility audit is completed and reviewed annually. In the school several pupils have had access to learning aids, such as writing slopes, ergonomic pens, and wedge-cushions. Other pupils have been enabled using iPads to communicate and record their learning and success. As needed, staff have previously worn microphone packs to support hearing-impaired children to access their learning, and those required to provide intimate care have done so under the direction of the School Nurse.

11 How is evaluating the effectiveness of SEND provision carried out?

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

12 How do you enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.
All pupils are encouraged to take part in sports day/school plays/special workshops.
No pupil is ever excluded from taking part in these activities because of their SEN or disability.

See Academy accessibility Plan

13 What support is there for improving emotional and social development?

Pastoral care is provided by the teachers in the first instance, but where needs are more acute e.g. bereavement, attachment etc school can signpost to the Improvement and Inclusion Hub or other external agencies. Where underlying developmental needs have been identified, a Boxall assessment can be carried out, this typically results in a targeted programme of support within the class, and sometimes a weekly 1:1 session with a TA. Within the DGR framework, we have worked closely with outside agencies, including MAST, Social Care, the SEMH Team at Babcock and the Devon Inclusion Team (where needed), often exploring creative ways to ensure a continuity of provision for the pupils' wellbeing.

We have a zero tolerance approach to bullying.

14 How does the academy work with other agencies?

The SENDCo has responsibility for multi-agency working. They work within the DGR format and are held to account for the impact of traded services. Health, education or care referrals are made to single agencies or the multi-agency Integrated Children's Services on a strategic case-by-case basis, using the Local Authority's Threshold Tool for guidance.

For parents whose children have SEND, we act as a signpost to other services, such as DIAS – Devon Information Advise and Support https://devonias.org.uk/

15 How can parents/carers proceed with complaints about SEND provision?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16 Contact details of support services for parents of pupils with SEND

There is a useful source of information on the Devon County Council website, which signposts other services available to parents. Please see https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer, or you can contact the SENDCO.

17 Contact details for raising concerns

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18 The local authority local offer

Our academy offer is built around the 2014 SEND Code of Practice, and in particular the Devon Local offer, which can be found at www.devon.gov.uk/send