

Ipplepen Primary School

Ipplepen Primary School is part of the
United Schools Federation (USF)

Our Motto -



'Thinking, Caring, Learning, Sharing'

2019-20

How we support children with special educational needs or disabilities.

Aim

At Ipplepen, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.

We are a mainstream Primary School and admit children from age 4 to 11.

The broad area of special educational need at Ipplepen include:

- Communication and interaction
- Cognition and learning,

- Social, mental and emotional health,
- Sensory and /or physical needs.

We have a nurturing ethos throughout school. We employ a school counsellor and also use the Boxall program, with children being seen individually and in groups.

How will both you and I know how my child is doing?

- Continuous monitoring of classroom provision.
- Pupil progress meetings six times a year, National Curriculum levels and P levels.
- Discussions with parents, either informally or at parent's evenings.
- At the end of each Key Stage, national Standard Assessment Tests (SATs).
- Some children have an Individual Learning Plan, or a TAF (Plans written within a Team Around a Family) which are reviewed and renewed at least three times a year.
- Education, Health and Care Plans (which replaced Statements of Special Educational Needs) are formally reviewed once a year.
- Children are screened in Reception to ensure their speech and language is age appropriate.
- Boxall assessments monitor individual's emotional needs.
- Strengths and difficulties questionnaires are used to monitor some short term interventions.

How will you help me to support my child's learning?

The school is committed to early identification of special educational needs and adopts a graduated response to meeting those needs.

The class teacher identifies a concern if a child is not progressing at an expected rate in one or all areas of learning or in their behaviour. The class teacher will then consult with the Special Educational Needs and Disabilities Coordinator (SENDCo) or Assistant SENDCo, in order to decide whether additional and / or differentiated provision is necessary. Consultations between teachers, the SENDCo and the Assistant SENDCo take place three times a year, but additional conversations are held when needed.

Parents may raise concerns about their child at any time and meetings can be arranged if necessary.

If additional and / or differentiated provision is necessary the child will be recorded as having SEN support.

Additional provision provided for the child that goes beyond differentiation within the

classroom will be recorded on an ILP. The ILP will usually focus on 3-5 targets that have been discussed with both the child and their parents/guardians. The child will work through these targets assisted by a member of staff. These will then be reviewed, with the child and parents, three times a year and the outcome recorded so that new targets can be set.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. For those children who need further support the SENDCo may then apply for an Education Health Care Plan.

For pupils who have an EHCP, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority.

What should I do if I think my child may have special educational needs?

- Informal contact with your child's teacher.
- A request to meet the Assistant SENDCo or SENDCo.
- A request to meet with the Head of School.
- A request to meet with the Executive Headteacher.
- Letter to Governors.

How are the school governors involved and what are their responsibilities?

The head teacher and the governing body set targets and specific criteria for the success of the SEND Policy. The allocation of resources within the school is based on an annual audit of need.

The governing body reviews the Policy and reports annually on the allocation of available resources and the success of the Policy in meeting SEND.

The SEN Governor meets regularly with the SENDCo.

The SEND Governor for the school is Mrs Elizabeth Thompson.

How will the school staff support my child?

All adults in the school are clearly focussed in helping your child to flourish and make the best possible progress. Teachers are responsible for children's learning and progress, but they work with school leaders, teaching assistants (TAs) and other support staff towards providing the best possible education for your child. We will make sure that children are safe, listened to and treated kindly, fairly and with respect.

How will the curriculum and learning environment be matched to my child's needs?

Teachers plan lessons to meet the needs of all the children in their class, In doing this, they plan a range of activities so that all children can learn as well as possible. Sometimes, children with SEND will receive extra support in class from another adult, such as a TA (teaching assistant). They may also receive extra equipment or other resources that will enable them to learn more quickly. On other occasions, children may be taken out of class to receive extra support, in the form of a special programme or activity. Normally these programmes are for a short time and for a specific purpose. At the end of the programme, we assess how well it has helped the child and decide on the next steps.

What are the different types of support available for children with SEND at the school?

- High quality teaching that is differentiated and personalised.
- Small group work.
- Emotional support delivered in a small group or individually by a TA or the School Counsellor.
- Specialist group work run by an outside agency.
- Individual support by school staff or an outside agency.
- Specialist equipment, such as sloping desks, specialist seating or ICT may be provided, depending on the needs of the child.
- Extra time, a reader or a scribe may be requested for SATs in Year 6.

How will my child be included in activities outside the classroom including school trips?

There is a range of extra-curriculum activities, at Ipplepen, open to all children, as well as school visits, organised as part of the curriculum. We make every effort to ensure all children have the opportunity to take part in all activities we offer. Extra

meetings are arranged with parents and carers before trips and residentials. All children take an active role in all areas of school life.

What support will there be for my child's overall well-being?

At Ipplepen Primary School all children's emotional well-being and happiness is of the utmost importance. The school uses the Boxall programme, which is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment. Children are taken out to work in small groups or individually on Boxall programmes of work. Boxall assessments are carried out by school staff, to provide these programmes of work.

Children and parents can also access the School Counsellor, who can be contacted through the school office.

Extra Curricular activities also support the emotional development of children, with activities such as mountain biking, diving and climbing being offered to Years 5 and 6 on a weekly basis.

Who is the School Counsellor?

The School Counsellor is Jo Galloway.

What specialist services and expertise are available at or accessed by the school?

- Staff training needs are identified and met, at least annually.
- Training can be for the whole school or Federation, or for staff who are working with certain children.
- The SENDCo, Assistant SENDCo and relevant outside agencies provide advice and training to staff to ensure children's individual needs are met.
- All teachers are responsible for the needs of the children in their class. All teachers are teachers of children with special educational needs.
- When a child starts at the school, transitional meetings are arranged to ensure the child's needs are met.

Outside Agencies who are available at or accessed include:

- Southern School Nurse Team (0333 2341 901)
- CAMHS
- Early Help
- Health Professionals including the Bladder and Bowel Team, Paediatricians, Orthoptist, Community Nursing Service, Occupational therapists,

Physiotherapists, Diabetes Nurse

- Emma Drummond, Speech and Language Therapist
- Educational Psychologists - Dr Paul Clayton (Devon) and Dr Mel Simons (Private)
- Behaviour Support Team
- Communication and Interaction Team
- Outreach for Physical Difficulties
- Outreach from Special Schools
- Hearing and Visual Impairment Advisory teachers
- Devon Information, Advice and Support (Impartial support for parents with children with SEN) www.devonias.org.uk/

We make sure that our staff are well trained to enable them to support children with SEN. When we introduce a new programme or intervention, we first make sure that those who will deliver it to children are thoroughly trained. This allows us to be flexible and adapt to the needs of children with SEN that we may not have dealt with before.

Recent training includes: Training regarding the recent changes in SEND following the SEN Code of Practice: 0 to 25 years (2014), for the SENDCo, Assistant SENDCo and SEND Governor, Thrive training, Numicon (a maths resource), Training on supporting maths in the classroom (TAs), Safeguarding training, Dragon Naturally Speaking (a voice activated dictation program, for children who need alternative ways of recording), Language Training - Blank Levels, Mentoring training, ASD in girls, Sensory Workshop with Virgin Care, stammering workshop, Spelling support, ERR (Early Reading Research), Autism training (DEAP), Fun Fit, Widgit training, Early Help - Right for Children, EH4MH (Early Help For Mental Health), Domestic Violence training, Safeguarding Level 2 and 3, EHCP training, LGBT training, Language training (DEEP).

How accessible is the school both indoors and outdoors?

Ipplepen Primary School is largely on a flat site, but there is ramp access, to the school, where needed.

We always take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We always make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

What is a SENDCo?

A SENDCO is a Special Educational Needs and Disabilities Co-ordinator. The SENDCo is a specially trained teacher. Their main jobs are to identify children's special needs and help organise support for them. They also work with parents, teachers and other professionals who may be involved.

Who is the SENDCo for Ipplepen and how can they be contacted?

Ipplepen's SENDCo is Miss Karen Bristowe.
The Assistant SENDCo is Mrs Katie Church.
You can contact both through the school office.

How are parents involved in the school?

- Daily contact with teachers at the start and end of the school day.
- Parent's Evenings three times a year, to discuss pupil's progress.
- Regular TAF meetings (Team Around the Family)
- Annual Reviews of Statements of Special Educational Need and Education Health Care plans.
- School events such as assemblies, sports day and school productions.
- Parent readers and helpers for school trips.

How are children with SEN involved in planning their learning?

Children are involved in the writing and reviewing of their ILP and deciding what targets they should set for themselves. They also contribute to any annual review of their statement or EHCP, if they have one.

What do I do if I'm not happy about something to do with my child?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly. If you are still unhappy and feel that the matter is unresolved, then the school's complaints procedure can be found on the website (www.ipplepen-primary.devon.sch.uk)

What is the Local Offer?

Local authorities are required by the Government to set out and publish a 'Local Offer'. The purpose of the 'Local Offer' is to provide clear accessible information about services available in the area, for parents and young people. The local offer must

- Provide information on provision from birth to 25 across education, health and social care.
- Make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs.
- Be developed in conjunction with parent and carers and young people.

Devon County Council are committed to ensuring that all children and young people have a good start in life. 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.

To read more about the Devon Local offer click on the link -

<https://new.devon.gov.uk/send/>

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Year	Transition support for all pupils	Additional transition support for pupils with SEND	Individual transition support for pupils with complex / specific needs.
<p>Pre-admission (include all activities undertaken to prepare pupils prior to entry)</p>	<ul style="list-style-type: none"> ○ Pre-school visit nativity at School by FS and KS1 ○ FS visit pre-school to see nativity ○ FS teachers visit children and staff at Pre-School ○ Pre-School children to FS ○ FS teachers with TA make home visit to each children ○ FS children mornings only for 2 weeks; stay to lunch for next week; stay whole day 	<ul style="list-style-type: none"> ○ Extra visits arranged for children where deemed to be beneficial ○ Discussion between SENDCo of pre school and school meet ○ Early external agencies e.g. Speech and Language/ Advisory Teacher Service visit and discuss ○ Meetings held with parents/ school staff and other agencies 	<ul style="list-style-type: none"> ○ Parents meet with school and identified member of staff liaise with the family ○ Additional visits to school are planned ○ School activities are highlighted and attendance at these events are encouraged ○ SMART targets are set
<p>Year to Year transition and In-year admissions</p>	<ul style="list-style-type: none"> ○ Class visit to new classroom and teacher in Summer term ○ Summer term Open afternoon where children show parents work in current class and take to visit new class teacher ○ Transition books and extra visits for vulnerable children ○ Face to face teacher handover discussions ○ Year group induction meeting for 	<ul style="list-style-type: none"> ○ Extra visits arranged for children where deemed to be beneficial ○ Discussion between SENDCo of pre school and school meet ○ Early external agencies e.g. Speech and Language/ Advisory Teacher Service visit and discuss ○ Meetings held with parents/ school staff and other agencies 	<ul style="list-style-type: none"> ○ Extra visits arranged for children where deemed to be beneficial ○ Discussion between SENDCo of pre school and school meet ○ Early external agencies e.g. Speech and Language/ Advisory Teacher Service visit and discuss ○ Meetings held with parents/ school staff and other agencies ○ SMART targets are set

	parents at start of Autumn Term		
Transition from school eg: to Year 7 or to new primary school.	<ul style="list-style-type: none"> ○ Year 6 visit secondary school for various activities ○ Visits from Year 7 tutors to Year 6 pupils ○ Visit by Year 7 pupils to Year 6 pupils ○ Pupils asked for names of peers they'd like to be /not be with ○ Teachers input advice on potential groupings 	<ul style="list-style-type: none"> ○ Secondary School SENDCo meeting with SENDCo to discuss each child on SEN register ○ Additional transition arrangements for children with concern / anxiety ○ 'Visit to School for Transition Group 	<ul style="list-style-type: none"> ○ Secondary school SENDCo's invited to Year 5 review ○ Parents who have not decided are encouraged to begin the process in the spring term ○ SENDCo and/or supporting TA/THRIVE lead to accompany child on visits to next school ○ Provide many regular transition days for these vulnerable children in the late summer term with TAs and teachers. ○ Ex pupils frequently come back to talk to Y6 children about the transition