

SEND information report - Holywell C of E Primary School SEN Report 2019 - 2020

What sort of a school is St David's C of E Primary School?

Holywell C of E Primary School is a Voluntary Controlled (VC) mainstream primary school which is proud of its inclusivity with Special Educational Needs & Difficulties (SEND) and disabilities. Our most recent OFSTED report in March 2017 noted that at Holywell:

- 'The school is an inclusive community. Parents value the school's supportive atmosphere for learning and the strong promotion of the pupils' spiritual, moral, social and cultural development.'
- 'The pupils greatly value their supportive relationships with staff and other pupils. These help them to behave and work well. Consequently, their attendance is above average.'
- Provision for pupils who have special educational needs and/or disabilities or emotional and behavioural needs is a strength of the school.

The full inspection report can be found on the school website by using the following link:

http://www.primaryschoolsbarntable.co.uk/website/ofsted_report/260954

The school has a PAN of 15 for each year group, this means that all teaching is done in mixed age classes. Pupils at the school are aged 4-11. The school has a pre-school that resides at the school in the Reception year one classroom. This is managed by a pre-school leader alongside the EYFS lead. The school can take up to 8 pre-school children aged 3 onwards in anyone session. The school feeds from a number of different nurseries and pre-school providers and care is taken to ensure that transition arrangements support the needs of the individual with extra sessions offered to children with SEND.

What type of special educational needs do pupils currently at St David's have?

In 2018-19 the school successfully included pupils with a wide range of SEND including difficulties with: cognition and learning; communication and interaction; social, emotional and mental health; and sensory or physical needs. The school successfully supports a significant number of children with a diagnosis of Autism.

How does the school identify pupils needing additional support?

The staff within the school closely monitors the progress of all children in the school on a regular basis. The school tracks children's progress on the National Curriculum, and uses the Boxall approach to assess social and emotional development.

The Head teacher and SENDCO have a termly meeting with each class teacher and the class teaching assistant in which each child's progress is discussed in detail. Children requiring support and/or intervention are identified and a plan IEP of action is drawn up to be discussed with parents, this is known as a 'My Plan - IEP'. Some children may need extra help for only a short period of time, whilst some may have longer term difficulties. The progress of children already receiving extra help is checked to ensure they are making good progress and any changes to provision are discussed and agreed.

The school has a close relationship with many other agencies and professionals and in some cases may seek additional advice for children with SEND.

We work closely with a range of outside agencies including:

- Educational Psychology ServiceDIAS
- SALT (Speech and Language Therapy)
- Communication and Interaction Team
- Behaviour Support Team
- SEN ICT support

Health Provision delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)

Help will only be requested from outside agencies after consultation with parents/carers.

What should I do if I think my child needs more help in school?

Teachers are available at the beginning and end of the school day to talk to parents about any concerns. A separate time can be arranged to have a longer discussion if necessary. The Head teacher and SENDCO can be contacted by e mail Samantha.hammond@ventrus.org.uk (SENDCo), susan.denham@ventrus.org.uk or by phone (01271 345908) and are happy to meet with parents to discuss any concerns and agree the best way forward.

How will I know about support planned for my child?

At the Autumn and Spring parent conferences, teachers discuss progress with parents and agree plans for extra support. The Head teacher and SENDCO also attend the parents' evenings and meets with parents as necessary.

Some children will have a more detailed Individual Education Plan (IEP) agreed with parents and other professionals in Team around the Family meetings (TAF meetings). The IEP will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.

Children with an Education, Health and Care plan (EHCP), have an Annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children.

At times of transition to other schools additional meetings and support plans are put into place for children and their families.

In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.

What sort of extra support might my child have?

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. It provides a wide range of additional support to enable children to achieve this. The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable. The school uses a Boxall approach to support additional social, emotional and health (SEMH) needs. All of the school staff are qualified in delivering the Boxall assessment, but the school uses two highly qualified practitioners to deliver its SEMH programme.

How will I know if my child is doing well?

In addition to parent conferences, the school encourages informal conversations between staff and parents so that success can be celebrated quickly and problems discussed at an early stage. The children and their parents are seen as key players in ensuring successful supporting children with SEND and regular contact is seen as important.

Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.

How will my child be included in school activities?

All children with SEND are taught within a mainstream class and are involved in all aspects of school life; this includes: class assemblies, outings, residential trips and after school clubs. Children with SEND play a full and active part in school life.

Who supports children with SEN and disabilities at St David's?

All staff at Holywell C of E Primary School support children with SEND but the following may be particularly involved in supporting your child;

Special Educational Needs Co-ordinator (SENDCO): Samantha Wilson-Hammond
Governor with responsibility for SEND: Joanne Galbraith
Educational psychologist: Chris Wardle/Rebecca Jestin
Advisory teacher behaviour: Lisa Wallis-Reep/Jan Wildbore-Urwin
Speech and Language therapist : Hazel Ireland/Emma Black
Communication and Interaction: Caroline Hurley/Sarah Clarke
School Nurse: Jackie Bentley

The Head teacher at the school is an Early Years Specialist and is a Boxall trainer within Devon.
The SENDCo at the school has a Psychology degree, is a qualified Thrive practitioner and has experience of working with children with SEND children with a variety of needs.
Staff at Holywell C of E Primary School are skilled in meeting the needs of a wide range of SEND and receive regular training to extend and update their knowledge.

How is the school equipped to meet the needs of children with SEN and disabilities?

Holywell C of E Primary School is a small thatched rural school which is safe and secure. It is wheelchair accessible and has fully accessible toilet and changing facilities. All of the classrooms have individual workstations or break out areas for children who require this level of support or differentiation. Children with significant sensory needs also have space allocated outside of the classroom, where they can regulate and also carry out some of their SEN programmes such as SALT and OT. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school has a range of ICT to support learning.

How are parents involved in the school?

At Holywell C of E Primary School we regularly invite parents and carers to join us in a range of events including collective worships, celebrations and special events, such as WOW days. We are keen to develop our PTFA and welcome parental involvement. We are keen to explore parental skills and talents so that we can work well as a team to support and develop the whole school community.

How can I get more information about SEN in Exeter and Devon?

Devon Information Advice and Support (DIAS) <http://www.devonias.org.uk/> provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school. The support provided by Devon Local Authority for children with SEN and disabilities can be found in at <https://new.devon.gov.uk/educationandfamilies/>. Teachers and the SENDCo can direct parents to other organisations and services that can provide additional support for SEND.

What should I do if I am worried or unhappy about the support my child is receiving in school ?

Parents are encouraged to talk to the teacher or the SENDCo in the first instance. If a parent still feels concerned, the Governor responsible for SEND (Joanne Galbraith) can be contacted via the school's email address elaine.palmer@ventrus.org.uk. DIAS (see details above) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.