

Bovey Tracey Primary School

SEND Information Report 2023-2024



Bovey Tracey Primary School is a welcoming and inclusive school. Our mission is to provide a real, relevant and engaging curriculum which is aspirational for all learners. We are dedicated to providing the best education for all children, inspiring bright futures and ensuring all pupils can reach their greatest potential. Everyone has a voice and every voice matters.

We understand the importance of a child-centred approach in which effective personalised provision is effectively implemented where required. We have a dedicated staff team, all of whom recognise that they are teachers of all pupils, including those with SEND.

We are a Local Authority maintained, mainstream Primary School with children from 4 to 11 years old. We support children with a broad range of additional needs within these areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We have high aspirations for all of our children. Our inclusive, nurturing approach ensures the inclusion and curriculum entitlement of children with SEND. We value personal, social and emotional development and the Thrive Approach is central to our ethos and provision.

How do you know if a pupil needs extra help?

We are committed to early identification of any barriers to learning or additional need. We use a graduated response to respond to and meet those needs. At Bovey Tracey Primary School, we have clear response plan when any difficulties have been identified.

'On Watch' Stage – This could be as a result of concerns raised by parents, teachers, children or other agencies. Lack of progress or low attainment as well as changes in behaviour or attitude may also be identified. At this stage, we consult with parents and ensure that appropriate, high quality personalised support is put in place. Progress is closely monitored when additional provision has been put in place and, if appropriate, diagnostics or assessments carried out. If the child makes progress and is then accessing their learning effectively with no further concerns, then this is shared with parents. The child will continue to access their learning and universal provision. If concerns continue or progress is insufficient despite targeted intervention, then the teacher will record provision,

progress to date and specific concerns on a **'Short Note'**. The teacher will then discuss this with the SENDCO and also with the child and parents so that a plan forward can be agreed.

'SEND Support' Stage - At this stage, if a child is not progressing at an expected rate in one or all areas of learning, it is recognised that a child requires more support to enable progress. The class teacher and SENDCO will work with parents to complete Devon's 'Graduated Response Screening' to identify specific areas of need. This will include working with them to look at the desired outcomes for their child and the additional support that can be put in place for them. The child's 'My Plan' will outline the core areas of need, time-bound targets with clear outcomes and will detail the provision that will be implemented to support them in achieving these. Their plan and targets will be reviewed with parents termly. At this stage, the child will be added to our SEND Register to record that additional provision is required and their primary area of need.

A child is recognised as having Special Educational Needs or Disabilities if they require educational provision which is additional to, or different from, the educational provision generally made for pupils of their age.

'EHCP' Stage – If your child has an EHCP (Educational Health Care Plan) in place, this will have been issued by the Local Authority. Their progress and the support in place to meet the outcomes in their plan will be reviewed annually. Parents, children, school staff and, where appropriate, other professionals involved in the child's provision are all invited to be part of the review. Following the review, a report is submitted to the Local Authority as part of their monitoring of the EHCP provision and progress made.

What should I do if I think that my child might have additional needs?

Your first point of contact is your child's class teacher. Please feel welcome to discuss any concerns regarding your child with them in the first instance.

Other school contacts include:

- Miss Forrest – Deputy Head who is also our SENDCO and Inclusive Learning Leader
- Your child's Phase Leader

How does the school monitor progress?

- Continuous monitoring of classroom provision
- Half-termly meetings between Phase Leaders and the SENDCO to discuss the outcomes from the monitoring of provision and progress for pupils with SEND in each phase. This includes reviewing the progress of individual pupils towards their My Plan outcomes, so that any barriers can be overcome and progress maximised.
- Elicitation tasks at the beginning and end of teaching sequences in Maths and English to inform teaching, identify areas of need and measure progress.
- Baseline and Speech and Language Assessments in Year 1
- Phonics assessments in Year 1 and 2.
- Half-termly reading Star Assessments as part of our Accelerated Reader programme
- National Standard Assessment Tests (SATs)
- Termly Thrive Whole Class Screenings to monitor developmental progress.
- Individual Thrive baselines are used to inform some interventions and monitor developmental progress.
- Termly NFER Assessment tasks for reading, SPAG and Maths

How will I know that my child is making progress? How will you help me to support my child's learning?

Parents and children's views are essential in our SEND provision. Therefore, each term, your child's class teacher will contact you to gather your views to inform your child's My Plan provision. This discussion will include progress made on the last plan, current attainment and both areas of strength and to develop. Teachers will also discuss with you the ways in which your child can be supported at home. Where appropriate, resources to support learning and development will be sent home or signposted for parents to access. As part of this discussion, the teacher will note and aspects of the Graduated Response Screenings that need to be updated.

Additionally to this, we hold parents evenings in the Autumn and Spring Term. If your child has a My Plan, you will be invited for an extended time slot to allow time for their needs and provision to be discussed.

For pupils who have an EHCP, their progress and the provision outlined in their plan will be reviewed annually. A report is then submitted to the Local Authority.

Furthermore, informal discussions between teachers and parents take place throughout the year. Where appropriate, as part of on-going monitoring of provision, the SENDCO will also contact parents.

Parents are also welcome to arrange to meet with our SENDCO or their child's Phase Leader if they wish to do so.

How do teachers help pupils with SEND? How will the school support my child?

Our staff team are dedicated to supporting all of our children, ensuring they make the best possible progress and reach their greatest potential. Teachers are responsible for quality first teaching; for personalising provision for children with SEND and for monitoring their progress to ensure optimal impact. Teachers work with support staff, members of the Leadership Team and other staff in school to implement the best possible provision for your child and to ensure our SEND Policy is implemented. This includes monitoring the provision and progress of all of the children in their class and the effectiveness of resources and curriculum resources. All teachers and support staff recognise that they are all responsible for the teaching and learning of all pupils, including those with SEND.

As a school, we recognise the value of personal, social and emotional development and the Thrive Approach is central to our ethos and provision. In order to learn effectively, we believe that our children need to feel safe, secure, respected and happy in school. Our school values, 'CHEERS' are embedded in the way the school operates and is managed.

- ❖ Compassion
- ❖ High Aspirations
- ❖ Excellence and enjoyment
- ❖ Equity
- ❖ Resilience
- ❖ Self-belief

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

Every teacher is a teacher of SEND. Therefore, teachers will plan teaching and learning to meet the needs of every child in their class. This may include differentiated tasks, personalised scaffolds or adapted planning to support every child's engagement and progress. Children with SEND may receive additional support from adults or specific equipment or resources to overcome possible barriers to learning. As part of their My Plan provision, children may be included in targeted interventions in the classroom or at times, they may take part in short activities or programmes out of class. These are normally for a short, time-bound period of time and are focused on supporting learning back in the classroom. Progress in these interventions is closely monitored so that impact on the child's learning is clear and next steps can be identified.

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

In our school there are a range of extra-curricular activities that are on offer. We also run school trips throughout the year which are planned and organised as part of our curriculum. These trips are planned by the teaching staff and every effort is made to ensure that they are fully inclusive. Where appropriate, meetings are held with parents/carers before trips and residential to support detailed planning for individual needs.

Our school values CHEERS run throughout our school and every child plays an active role in the life of our school.

How will you support my child's overall well-being?

As a school, we recognise that importance of your child's overall well-being as being of paramount importance. Through our relational, Thrive based approach as well as our school values, we have provision to meet every child's emotional, social developmental needs. In order to learn effectively, we believe that our children need to feel safe, secure, respected and happy in school.

We use the Thrive Online Assessment Tool each term to screen and monitor the social and emotional development of all of our children. The outcomes from this process informs provision so that we can ensure that children can access the most effective provision to support their development and therefore maximise their academic attainment and progress.

Our Thrive Hive provision includes small group and bespoke provision to support social and emotional needs. Our SENDCO and Thrive Lead also implement personalised support programmes in response to need, including outreach work with families where appropriate. We also run the Attachment Based Mentoring programme and a range of other opportunities such as buddy support and playground responsibilities for children to access.

How will my child be able to share their views and be involved in the planning of their learning?

Children are involved in their writing and reviewing of their My Plans. This includes deciding which outcomes should be set as part of their plan. They also contribute to their SEND Passport which is reviewed each term. As part of their on-going provision, our staff team also encourage children to talk through their provision and progress so that any necessary changes can be made to maximise the impact of support for your child.

How will you support my child when they join your school or moves class or transfers to a new school?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from pre-school or another primary school:

- Our EYFS Lead, Mrs Hamblin, will contact the pre-school to discuss your child's needs and provision. Mrs Hamblin will then liaise with our SENDCO, Miss Forrest, and yourself so that an appropriate transition plan can be agreed and implemented.
- If your child is not in Y1 – Y6, their new class teacher will contact their teacher at the school that they are transferring from so that relevant information regarding support can be passed on. Our SENDCO will also contact the SENDCO at the school so that specific information regarding additional needs and provision can be thoroughly transferred.
- Our SENDCO may meet with the parent and child in advance of the starting date to discuss needs and set up a transition plan if required. This may also involve inviting outside agencies if appropriate.
- Your child will be able to visit our school and stay for a taster session if this is appropriate and desired.

- Your child will be sent a transition booklet with photographs of their classroom, areas of the school and key adults to help prepare them for their first day with us.

If your child is moving to another school:

- Our SENDCO will contact the school SENDCO and ensure they know about any personalised provision or support that needs to be implemented for your child and to share information regarding their progress to date.
- We will make sure that all records about your child are passed on as soon as possible. This will include core documents such as My Plans, SEND Passport, any reports/assessments from professionals
- If appropriate, we will meet with the parents, teacher/SENDCO from the new school to discuss your child's needs and transition.
- Once your child moves school, we will remain a point of contact should the new school wish to contact us for further information during the settling in period.

When moving classes in school:

We have a universal and targeted transition package to support children when they move into a new school within our school. Children who are on our SEND register access our targeted package. This includes:

- A transition booklet to take home with photos of key adults and the new classroom areas
- Bespoke visits to their new classroom ahead of our 'move up' sessions. This includes establishing contact with their new teacher and other staff members.
- A 'SEND Passport' being written in consultation with parents, children and the current teacher. This enables information about your child's learning, effective strategies to support them, their interests, strengths etc.
- Contact from the new teacher to parents prior to the first day in September
- Opportunity for children to be able to ask questions regarding their new class via Padlet
- Where required, social stories regarding moving class sent will be home as an additional resource
- Transition meetings between staff to ensure that there is a detailed handover on an individual level, including discussion regarding needs, Graduated Response Tool, My Plans etc.
- An 'interim' My Plan will be written by the existing teacher in July in preparation for the new term so that core personalised provision is continuous.

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

What skills do the staff have to meet my child's needs?

The School SENDCO is also the Deputy Head and Inclusive Learning Leader.

All teachers are responsible for meeting the needs of the children in their class. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or interventions they are running.

Support Staff receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Our Teaching Assistants are grouped into teams, with each one allocated one of the four areas of SEND: Communication and Interaction, Cognition and Learning, Social Emotional Mental Health and Physical and Sensory. As part of their on-going CPD and work in school, each team are 'champions' for the area of SEND allocated to them.

Our SENDCO and Thrive Lead are both licensed Thrive Practitioners and take part in annual CPD. Our SEND Advocate is training in a range of interventions and diagnostics including dyslexia screening, Reading Recovery, Communicate in Print, phonics programmes, Project Code X and a range of spelling support.

Through our SEND provision, family work and Early Help, we work closely with many external agencies. These include:

- Southern Public Health Nursing Team
- Health professionals including Occupational Therapists, Physiotherapists, Bladder and Bowel
- Speech and Language Therapists
- CAMHS
- Educational Psychology Team
- Babcock Learning Partnership Advisory Team, including Communication and Interaction, SEND and ICT.
- Early Help
- Devon's Inclusion Team
- Devon Information, Advice and Support (DIAS) Team
- Devon's 0-25 Team

What happens if my child needs specialist equipment?

If your child requires any specialist equipment, our SENDCO will liaise with parents and the relevant external professionals to ensure that the appropriate equipment is provided. Where needed, training for staff will be implemented to ensure that your child is supported and that the specialist equipment is used effectively for optimal impact.

How accessible is the school and how does it arrange the facilities children need?

Bovey Tracey Primary is wheelchair accessible and there are accessible toilets and changing facilities. Allocated parking on or close to the school site can be arranged. We are committed equality of opportunity and to meeting the needs of our pupils by carefully planning all necessary reasonable adjustments for disabled pupils to enable them to access activities. Through our Accessibility Plan, we always look to ensure that our school environment and activities are as accessible and welcoming as possible for pupils, staff and visitors to our school.

For more information about our action plan, please see our Accessibility Plan on the school website.

How will my child manage exams and tests?

The Standards & Testing Agency publishes important guidance to schools about assessments and reporting arrangements in Key Stage One and Key Stage Two. The range of special arrangements set out in the guidance applies to children in all schools.

There are set criteria to determine if special arrangements may be appropriate, including:

- pupils with an EHCP or who are currently undergoing a statutory assessment (or reassessment)
- for pupils for whom SEND Support Arrangements provision is being made as part of normal practice and whose learning difficulty or disability significantly affects access to tests;
- for pupils who are unable to sit and work at a test for a sustained period because of a disability or emotional, social or behavioural difficulties;
- pupils for who English is an additional language and who have limited fluency in English.

Special arrangements are assigned according to individual needs and can include:

- rest breaks to separate the tests into sections,
- the use of a reader to read to the child
- the use of a scribe
- the use of a transcript where an adult would copy a child's writing when it would be difficult for an external marker to read the child's handwriting
- the use of a prompter to be used for children who have a severe attention problem.
- the use of a separate room may allow the school to meet the needs of a pupil who finds it hard to concentrate for long periods and who requires rest breaks and additional time

Schools can apply for special arrangements in advance of statutory testing and are given guidelines to outline the criteria for arrangements to be granted. In our school, for any internal tests, we would apply the special arrangements that we would expect a child to access for statutory testing so that they have fair and equitable access to assessment tasks in school. Teachers will ensure that they discuss any special arrangements needed for your child with you.

Please feel welcome to discuss any concerns that you may have about your child sitting tests with the class teacher, Phase Leader or SENDCO.

Accessing Advice and Support

What is the role of the governors in SEND provision? Who is the link governor?

Our SEND governor meets with our SENDCO and is the link between the governing board and SENDCO, reporting back to the governing board on monitoring and compliance with the School SEND Policy and 'SEND code of practice: 0 to 25 years'. The SENDCO and link Governor work together to discuss SEND provision, policy and areas for development for the SEND Action Plan.

What is the Devon Local Offer?

In line with Government requirements, Local Authorities publish a 'local offer' - clear, accessible information which gives children and young people with special educational needs and disabilities (SEND) and their families information to help them find the right help and support in their area.

The Local Offer brings together information about education, health and care services, voluntary agencies, leisure activities and support groups in one place. It includes:

- **Education** – support in early years, schools and college, including transport.
- **Health** – specialist clinics, support and advice for children and young people with medical needs.
- **Social care** – support for personal care and practical assistance, short breaks and personal budgets.
- **Transitions** – moving between phases of education and preparing for adulthood.
- **Education, Health and Care Plans (EHCPs)** – the statutory EHCP process explained, including applying for a plan, transfers and reviews.
- **Information, advice and support** – where to get impartial and confidential information, advice and support.

It also allows children and young people with SEND, their families and service providers to get involved in reviewing and developing services and support in order to make the offer more responsive to local needs and aspirations.

The Local Offer must also show what feedback has been given and explain how improvements have, or will be, made to services.

The Local Offer is developed and reviewed in partnership with children and young people, parents/carers and local services, including Early Years settings, schools, colleges, health and social care agencies.

To read more about the Devon Local Offer, please follow the link: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Where can I get information, advice and support?

Free, impartial and confidential information, advice and support about SEND is available for parents from the Devon Information, Advice and Support for SEND Service (DEVON DIAS)

They can be contacted by telephone on 01392 383080 or via www.devonias.org.uk

What do I do if I am not happy or if I want to complain?

We would always encourage you to come and discuss and concerns that you might have with us and are committed to working in partnership with you to problem solve and swiftly find a positive way forward.

After this, if you still feel that you still have unresolved concerns, then the schools complaints procedure can be found on our school website.