



# SEND Annual Information Report - 2020-21

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**Name of SEND Governor:** Andrew Quayle

## Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning - All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

## Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching.
- Identifying and tracking the progress of children/young people that require support to catch up.
- Identification of children/young people requiring SEND Support and initiation of the "assess, plan, do, review" cycle.
- Referrals made to external agencies for advice, support and assessment.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEN Record of Need

## How we identify children/young people that need additional or different provision:

Author of Report:

Date of report:

- Parent and/or class teacher raise a concern
- class teacher identifies areas of need using the Devon graduated response documents and tracks/monitors pupil progress in response to provision in place
- Class teacher refers to SENCO
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

**How we listened to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Book	Individual children	Daily
Assess, Plan, Do, Review meetings	Pupils with Individual Education Plans	Termly
EHCP annual reviews	Individual pupils	at least yearly
Team Around the Child/Family Meetings	Individual pupils	Half Termly
Pupil Council	Representatives from all Classes	Half termly
Eco Team	Representatives from all classes	Half termly

**The Assess, Plan, Do, Review Cycle:**

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle was established in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for pupils on our Record of Need in the four main areas of SEN: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs is set out in our School Offer.

During the 2020-21 academic year, we had 42 pupils receiving SEN Support, 4 with Education, Health and Care Plans (EHCPs) in place and 2 more awaiting EHCP needs assessments.

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We measured the quality and impact of this provision through Individual Education Plan reviews, regular assessments, discussion with pupils and parents, EHCP annual reviews, parents' evening and end of year reports.

### **Support for parents of pupils with SEN**

- The class teacher is regularly available to discuss a child's progress or any concerns that parents may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with parents to discuss a child's progress or any concerns/worries parents may have.
- Regular Team Around the Family (TAF) meetings when appropriate.
- All information from outside professionals will be discussed with parents, or where this is not possible, in a report.
- IEPs will be reviewed with parental involvement every term.
- Homework will be adjusted as needed to children's individual requirements.
- A home-school contact book may be used to support communication with parents when this has been agreed to be useful.

Impartial support and advice is available for parents through DIAS - Devon Information, Advice and Support: [www.devonias.org.uk](http://www.devonias.org.uk)

### **Support Staff Deployment:**

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- 1:1 intervention
- Playground support
- Lunchtime support
- Supporting at Afterschool Clubs
- Running Afterschool Clubs
- Breakfast Club
- PPA Cover (HLTAs)
- First Aid

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- Support for medical needs

### Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- SENCO allocated time
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision
- Staff training

### Continuing Development of Staff Skills:

Individuals' CPD:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
National Award for SEN Coordination	SENCO	University of Plymouth
Assessing for Dyslexia	SEN assistant	Queen Elizabeth School Dyslexia Outreach Team
Early Help	SENCO, individual class teachers	Devon Early Help
Devon Enhanced Language Programme	SENCO, specialist speech and language teaching assistant	Babcock Communication and Interaction Team
<ul style="list-style-type: none"> <li>• Attachment Based Mentoring</li> <li>• Lego Therapy</li> <li>• Emotional Resilience and Wellbeing</li> </ul>	specialist SEMH teaching assistant	Babcock
Preparing children with SEN with returning to school	Teaching assistants	online

Whole Staff / Group Training (INSET)

<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking cpd</u>	<u>Training Received from</u>
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Precision Teaching Intervention	Teachers and teaching assistants	Educational Psychologist
Attachment/Trauma	Teachers and teaching assistants	Educational Psychologist
Boxall Profile assessment of SEMH need and target planning	Teachers	SENCO
Understanding Autism	Teachers and teaching assistants	Communication and Interaction Team

### How we manage transitions:

This year, a number of pupils requiring SEN Support joined us from other schools.

Pupils on our Record of Need in 2020-21 made a successful move to other schools. This included pupils moving onto their secondary education.

When moving classes in school information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs or provision maps will be shared with the new teacher. If the child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

We ensured that the transition into our EYFS class was smooth by liaising with the settings our pupils are transitioned from. The class teacher and SENCO spoke with staff at the setting, attending TAF meetings as appropriate and receiving relevant documents about each pupil. The class teacher spoke with parents and sent out information packs. Children identified as requiring SEN support or with an EHCP in place were supported further by providing settings and/or parents with photographs of staff, images from around the school and social stories about their starting their new school.

The transition from year 6 to secondary school has been supported through staff from year 6 meeting with the receiving secondary school during the last half of the summer term. If appropriate, the SENDCo will attend to pass on information about SEND children and the secondary school would be invited to any final review meetings before transition. SMCP will also ensure these children have the opportunity to meet with staff from their assigned secondary school as we attend meetings with their peers from other primary schools. This eases the transition process significantly for all children. Parents will be invited to meet with individual agencies as we complete the transition processes. For children/young people with SEND, we also arrange additional transition visits.

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**Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should refer to our Complaints Policy where steps to be taken are outlined.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Mr T. Parkin

The Designated Children in Care person in our school is Mr T. Parkin

The Local Authority's Offer can be found at:

<https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Our Accessibility Plan can be found on our website.

The School Development plan can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed on our school website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.