

The Federation of Stoke Hill Schools

Special Educational Needs & Disability (SEND)

Information Report: 2020-2021



1. The kinds of special educational needs for which provision is made at our school.

The Federation of Stoke Hill Schools encompasses two mainstream settings and a nursery with approximately 680 pupils from Nursery to Year 6. We are incredibly passionate about inclusion and celebrate individuality. We work hard to get to know each and every child so that we can personalise the curriculum and ensure their needs are met. Children's progress is monitored very carefully at The Federation of Stoke Hill Schools. We approach underachievement in a holistic manner and have an established Inclusion Team (IT) to help support more vulnerable pupils.

At the Junior school we currently have 62 children on the Special Educational Needs and Disability (SEND) register and the approximate percentage of children within each category, as defined by the Code of Practice (DfE and DoH 2014), are: 50% Cognition and Learning, 6% Communication and Interaction, 28% Social, Emotional and Mental Health and 16% Sensory and Physical (Based on the primary need).

At the Infant school we currently have 31 children on the Special Educational Needs and Disability (SEN&D) register and the approximate percentage of children within each category, as defined by the Code of Practice (DfE and DoH 2014), are: 16% Cognition and Learning, 61% Communication and Interaction, 7% Social, Emotional and Mental Health and 16% Sensory and Physical (Based on the children's primary need).

2. Information, in relation to mainstream schools and maintained nursery schools, about our school's policies for the identification and assessment of pupils with special educational needs. 6

The Federation SENCo's (Kelly Walton and Gill Holmyard) and Chairs of Governors (Amy Bickford and Tom Urwin) are responsible for the creation and development of the school's policies and procedures around SEND, though this is supported by the Federation Inclusion Team. The Inclusion Team (IT) consists of Sarah Mackay (SHINS Headteacher), Roy Souter (Head of SHJS), Alison Kenney (Deputy at SHINS), Jamie Sullivan and Claire McKimm (Assistant Headteachers at SHJS), Kelly Walton (Junior SENCo), Gill Holmyard (Infant SENCo and Jo McCarthy (Federation Education Support Worker). The Inclusion Team oversees the day-to-day running of support for SEND children and other vulnerable groups within the school. Team members meet on a regular basis to review the needs of pupils and collectively decide on an appropriate course of action.

At the Federation of Stoke Hill Schools we understand that early intervention is the most effective way of ensuring that pupils maximise their learning. Therefore, in the Nursery and Foundation stage, our Early Years practitioners use the Early Excellence Assessment Tracker to rigorously assess children and check children are achieving the key milestones. Where there are concerns relating to a child's development,

parents are consulted and, if necessary, additional support/advice is sought via the Inclusion Team.

Pupil progress is monitored across the rest of the Federation using regular teacher assessment. This comprises of formal assessments such as the PIRA reading test used at the Junior School to work sampling and observation. Staff constantly analyse whether children are meeting the key curriculum objectives for the year group and identify those who are working below age-related expectations. 'PAWs Meetings' are conducted every half term to address how these children will be supported universally in class through 'Quality First Teaching'. If underachievement continues, the class teacher will implement different strategies and provision to support learning. Where the class teacher has exhausted all possible strategies and the needs of the child still have not been met, a referral can be made to the school's Inclusion Team (IT). The IT will collectively decide upon the best course of action and consider whether external agencies, such as the Educational Psychologist or Dyslexia Outreach Service, need to be involved to identify possible SEND. If Special Educational Needs are identified the child will be added to the Federation of Stoke Hill Schools SEND register. Through scheduled meetings, parents/carers will be involved in the 'Assess, Do and Review' cycle and will help to set learning goals for their child, decide on supportive strategies across the home and school environment and review progress.

NB: Although this is the general procedure for identifying children with SEND, there might be occasions when it is necessary to bypass particular steps, for example, when new children join our setting.

At the Federation of Stoke Hill Schools we recognise that you know your child best and therefore encourage you to speak to their class teacher if you have any concerns about your regarding academic, physical or social, emotional and mental health development.

3. Information about the school's policies for children with special educational needs accessing our facilities, whether or not they have Educational Health Care Plans (EHCPs)

a) How the school evaluates the effectiveness of its provision for such pupils

Teachers are the key leaders of all of their children's learning, including those with SEND. The progress and attainment of all pupils is monitored through teacher assessment and children who are struggling to meet age-related expectations discussed at the half-termly 'PAWs meetings' supported by the Federation Leadership Team.

Where pupils have SEND, teachers work alongside the SENCO, to ensure their needs are met. Sometimes children benefit from having an Individual Education Plan (IEP), a working document which captures clear, finite learning goals and encompasses the recommendations of any associated external agencies. In creating specific targets, the SENCO, along with the class teachers and parents consider the strategies that will be implemented to help the child succeed and agree upon a time frame for review. The IEP is always shared with the Team Around the Child (TAC) and forms part of the 'Assess, Do and Review' cycle, widely known as the Graduated Response.

Children with SEND are sometimes supported through targeted intervention, either on a 1:1 or group basis. Where children are involved in such support, their attainment is recorded both at the start and end. The member of staff leading the intervention may also record any unquantifiable data so that even the smallest of steps can be acknowledged and celebrated.

The Federation of Stoke Hill Schools has named an SEND Governor- Amy Bickford. Amy is a newly appointed SEND governor and her role will be to support the above principles and helps to ensure continuity of provision across the two sites, checking whether pupils are meeting targets outlined in IEPs and/or Educational Health Care Plans (EHCPs) and making progress in line with (or better than) similar pupils nationally.

b) The school's arrangements for assessing and reviewing the progress of pupils with SEN&D

Where relevant, children's attainment and progress is assessed against the same criteria as the other pupils, which at The Federation of Stoke Hill schools is based on the key learning objectives for each year group. Judgements are made as to whether children are working **at** the expected level for their age or are **below** age-related expectations.

Where pupils are consistently working well below age related expectations, an individualised learning programme might be devised so that the child can focus on more specific objectives, linked to IEP targets. Suitable adaptation and differentiation within their general learning is also ensured.

Information on children's general progress and well-being is communicated to parents/carers on a regular basis at the start and end of the school day and, occasionally, via a telephone call. Formative reports outline both attainment and progress and these are issued on a termly basis. Parents and Carers are welcomed to parent-teacher consultations which commence in the Autumn Term and are repeated in Spring.

Our Infant SENCo is available to talk to parents on a Monday and Tuesday morning. Our Junior SENCO is available to talk to parents on a Monday and Wednesday. Where children are in receipt of an Educational Health Care Plan (EHCP) or are part of a Rights for Child, parents have access to termly Team Around the Child (TAC) or Team Around the Family (TAF) meetings.

c) The school's approach to teaching pupils with Special Educational Needs & Disability

The Federation of Stoke Hill schools places a high value on Quality First Teaching (QFT) and recognises that all teachers are teachers of SEND. The Inclusion Team advocate the importance of the Universal offer and ensure that the majority of pupils with SEND typically spend most of their time supported by the teacher in the classroom. In developing 'Universal Classrooms' children at The Federation of Stoke Hill Schools can access a bank of resources to enhance their learning, such as headphones to aid focus, play dough to alleviate stress, grips to help with pencil control etc. Our staff advocate the Building Learning Power principles outlined by Guy Claxton and Mindset principles by Carol Dweck and we encourage our children to make their own choices about learning and attitude wherever possible. Some of our children presenting behavioural needs have a Behaviour Care Plan, a working document often devised alongside the SENCO which aims to provide a consistent approach and response to specific children to help them feel safe and contained.

d) How the school adapts the curriculum and learning environment for pupils with SEND

At The Federation of Stoke Hill Schools we aim to make as many reasonable adaptations as we can to ensure that learning is maximised and children's individual needs are met. As part of this we have provided individual workstations within classrooms, have developed designated learning or sensory

spaces such as our Reading Bus and Moonlight Room and we continue to expand our range of resources to support learning needs. We value the use of technology and utilise laptops for alternative ways of recording/dictation software and for specific learning programmes. We have also purchased more iPads to inspire learning and download apps to help with specific educational needs.

The advice of external agencies is always welcomed and wherever possible relevant professionals attend Team Around the Child (TAC) or Team Around the Family (TAF) meetings. We implement the strategies suggested within reports a little at a time and, where a specific programme of work has been devised, such as a Physiotherapy programme, look to embed this within the child's curriculum. Where children have physical impairment we have sought advice from the Physical Needs team at Babcock and have made adjustments to our environment, such as the widening of paths and improved wheelchair access, to ensure our site is safe and conducive to learning. The SENCO conducts an Accessibility Audit, which informs a plan of works to ensure all children can safely access and enjoy the school.

e) Additional support for learning that is available to pupils with SEND

All EYFS classes have a Teaching Assistant (TA) to support and engage children with their learning. Additional designated support might be provided for specific children with SEND and this is proportionate to the level of need. All TAs aim to build children's independence and resilience for learning. TA deployment at The Federation of Stoke Hill Schools is monitored and reviewed by the Inclusion Team. In classes with a Teaching Assistant, the support offered is led by the class teacher, who will sometimes direct TAs to support the majority of pupils while he/she works with children who are working below age-related expectations. A number of pupils in our school are withdrawn from class each week for targeted provision, such as Speech and Language Therapy, Numbers Count, No Nonsense Maths, Sounds Write, Phonics or Stoke Hill Steps. In rare circumstances, pupils may conduct a larger proportion of their learning in a different environment, but we always endeavour to maintain a level of integration with their peers.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

All educational visits are planned thoroughly, following the Federation of Stoke Hill Schools' Visits and Visitors Policy. A robust risk assessment is at the heart of this and reasonable adjustments are made trips to ensure all pupils can safely access these experiences. For example, to ensure pupils presenting challenging behaviour are fully included, we may enlist additional adult help from TAs or parents who have undergone Federation Volunteer Training. Parents are engaged in the decision-making process, and in the past, have volunteered to provide direct support during visits.

All pupils are expected to participate in P.E. For those children experiencing physical difficulty resources and/or the focus of the lesson will be adapted. Occupational Therapists and Physiotherapists have provided advice on how to develop children's core strength and coordination and, where a specific programme is in place, this is followed.

g) Support that is available for improving the emotional, mental and social development of pupils

with SEND

The Federation of Stoke Hill Schools places a huge value on the importance of Social Emotional and Mental Health development. Pastoral care is provided by our teachers and TAs primarily, but where needs are more significant i.e. Bereavement, our Federation Education Support Worker, Jo McCarthy, can provide additional support both to the child and their family.

Across the Federation children engage in PHSE sessions. In addition to this our three THRIVE trained practitioners help to lead on THRIVE approaches, two of whom conduct our own Stoke Hill Steps intervention on either a 1:1 or group basis for children identified as having an interruption in their social or emotional development. Our Education Support Worker leads a From Timid to Tiger course to support parents in helping their children to develop emotionally. Across the Federation we advocate and refer to 'The 10 a Day for Mental Health'.

At The Federation of Stoke Hill Schools we work closely with professionals such as CAMHS, Balloons and the Behaviour Support Team (BST) to support children who present more complex Social, Emotional and Mental Health needs. Through the process of TAC and TAF meetings, we explore creative ways of ensuring children's well-being is catered for and sustained.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

Our Junior SENCO, Kelly Walton, works 3 days a week (Monday, Wednesday and Thursday). She can be contacted on 01392 667830 or by email at juniorsenco@stokehill.devon.sch.uk

Our Infant SENCO, Gill Holmyard, works 3 days a week (Monday, Tuesday and Wednesday). She can be contacted on 01392 258894 or by email at infantsenco@stokehill.devon.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Two members of our Inclusion Team are qualified SENCOs, having studied the accredited National SENCO Award. Through regular Professional Development Meetings staff are kept up to date about good practice regarding SEND and are clear on the principles of the 2014 SEND Code of Practice (DfES). Most staff have been trained in Passive Intervention and Prevention Strategies (PIPs) and our Federation use Behaviour Care Plans (BCPs) for those children presenting behavioural needs in order to progress.

TA skills are developed through staff INSET as well as through the process of target setting. Opportunities for TAs to link up and share good practice are encouraged and staff observe teachers using particular methods/ leading guided groups. THRIVE trained practitioners across the Federation and the remainder of our staff have been involved in THRIVE training on site, led by the SENCO. In addition to this our Educational Psychologist has also led workshops based on the THRIVE principles. Our specialist TA for speech and language keeps her training up to date and works closely with the local speech therapist.

Where other specialist services are required on a needs-led basis, this is usually through the traded-hours with our partners at Babcock LDP, including Behaviour Support and Communication and

Interaction. We work closely with The School Nursing Team, the Communication and Interaction Team, School Nursing Team, Social Care and CAMHS (Child and Adolescent Mental Health Service). All these agencies have access thresholds and waiting lists, and sometimes a multi-agency referral is preferable, which means we refer to Integrated Children's Services.

Should you require more information about referrals to external agencies, please speak to the SENCO or your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The Federation of Stoke Hill Schools seeks advice from external agencies on how to support children with SEN&D. A number of our pupils have access to learning aids, such as; writing slopes, wobble cushions, Theraputty and sensory items. We have increased the number of iPads for children to use for recording their ideas and each class has a Dictaphone.

Our premises have been developed to improve wheelchair access. At the Junior School we have provided two disabled toilets as well as a designated space for physiotherapy to occur. Some classrooms benefit from SoundField systems and each classroom has had blackout blinds installed to ensure the field of vision is enhanced.

Each of our sites has a specific room for pastoral intervention and these are resourced with multi-sensory items, games and therapeutic stories.

If you think you or your child requires additional adaptation to equipment or facilities, please let our SENCO know.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. We welcome parents to school during scheduled events such as curriculum open afternoons and parents to lunch. We organise a 'Meet the Teacher' evening at the beginning of each school year and, in addition to this, offer formal parent-teacher consultations. Parents receive a formal school report in the Autumn and Spring term, which provides ample opportunity for targets to be worked upon throughout the rest of the academic year. Our SENCO can attend parents meetings where appropriate.

Our Federation offers a range of workshops to help parents support their child with their learning, such as reading, phonics and maths. The Federation of Stoke Hill School values the views and contributions of parents and we consult them in issues regarding school improvement. Throughout the school year, parents, carers and grandparents are invited to eat lunch with their child and sample our fantastic school dinners. Parents have also had the opportunity to spend some time in class to get a feel for lessons.

Our Education Support Worker, Jo McCarthy, is available across the week to support parents and carers. She is based at the Infant School on a Monday and then at Stoke Hill Junior School from Tuesday-Friday. She is contactable on the school phone number 01392 258894/ 01392 667830.

For children who are in receipt of an EHCP or Rights For Child, review meetings will be scheduled on a termly basis. These TAC or TAF meetings will involve the relevant staff members and professional agencies. Parents are always welcome to bring an advocate along.

If you want to get more involved in your child's education and support, speak to their teacher in the first instance. For more information about the DAF process see our SENCO.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children are at the heart of our school and therefore 'Pupil Voice' is very important to us. Children across the Federation are consulted about their views as part of the termly TAC and TAF meetings.

Our Federation maintains a junior school council who meet regularly to discuss ways in which the school can be improved, both at an environmental and educational level. Class representatives are elected by their peers and are encouraged to take notes, contribute at meetings and relay information to their class. The minutes of every School Council meeting are distributed to staff and are posted on the website to ensure that the children's ideas are shared and listened to.

At the Junior School we give the children the opportunity to elect learning ambassadors from year 5 and 6. The learning ambassadors help support with public events, such as fund raising. We actively encourage children with SEND to participate in this role.

The Federation of Stoke Hill Schools also has Green Team at the Junior School who are responsible for supporting and developing sustainability. The Green Team engage in a range of activities such as: clearing leaves from the school grounds, making bird feeders, creating homes for hedgehogs, composting food waste and planting bulbs. The children are also encouraged to monitor and record each class's contribution to saving energy and they distribute smiley face tokens to classes who turn off lights and laptops and who close windows during colder spells. Meanwhile Green Team members are chosen by class teachers and we encourage our SEN&D children to participate.

Pupil Voice is also supported through our PHSE programme and THRIVE ethos. Older children within our Federation engage in conferencing. They are encouraged to identify pieces of work which demonstrate a particular skill and have the opportunity to discuss with their class teacher aspects of work they find easy, enjoyable, more challenging etc.

Where children have SEN&D we make a more conscious effort to give them roles and responsibilities e.g. register monitor and looking after the chickens. For those children who have an EHCP their views are taken into account using the 'Listen to Me' document. Behaviour Care Plans are also used and we ensure

children take ownership of these, telling us their strengths, difficulties and triggers.

- 9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

At The Federation of Stoke Hill Schools we encourage parents and carers to share concerns about SEN&D. These should be addressed via the child's teacher in the first instance, or to the appropriate SENCO; Kelly Walton (Stoke Hill Junior School) or Gill Holmyard (Stoke Hill Infant and Nursery School). We believe transparent working relationships and proactive information-sharing help to prevent potential misunderstanding.

The Federation Complaints Policy is available from either school office.

- 10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing body delegates responsibility for multi-agency working to the SENCO, who works within the Graduated Response framework. Health, Education or Care referrals are made to single agencies or the multi-agency Integrated Children's Services on a case-by-case basis, using the Local Authority's Threshold Tool for guidance.

For parents and carers whose children have SEN&D, we provide access to our Federation Education Support Worker who is able to support the links between home and school. We have a robust system for supporting disadvantaged families through Pupil Premium Grant funding and act as a voucher distributor for Exeter Foodbank.

To find out more contact Devon Information Advice and Support Service (DIAS), who are there to support parents whose children have SEN&D, on 01392 383080.

- 11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

A directory of support services can be found at: www.devon.childrensservicedirectory.org.uk

We also recommend you look at The Local Offer to see what support is available for improving outcomes for children who have SEND: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

You can also contact our SENCOs if you wish to obtain details for specific organisations.

- 12 The school's admissions arrangements for supporting pupils with special educational needs in a

transfer between phases of education or in preparation for adulthood and independent living.

When pupils join or transfer into the Federation, every effort is made to share information with previous settings and build relationships with parents, who are often anxious about how the child's needs will be met. The Federation of Stoke Hill Schools is proud of the support offered to parents and our pupils in transitions and we outline some of our strategies below:-

- Organising visits/SENCO-parent meeting of potential high school
- An annual Sampling Day for children to meet their new teacher
- SENCo coordinating provision for children
- Opportunities for children with SEN&D to have additional visits to see new teacher/ classroom/ High School
- Joint activities with the Junior School e.g. summer picnic, joint assemblies, classes work together on specific projects and/or topics, children watch one another's dress rehearsals
- Passports/ All about me books are created for transition
- Children are given the opportunity to take photos of their new teacher/ TA(s)/ classroom etc
- All teachers have an explicit and diarised SEND handover meeting in the summer term
- Families are supported with transition too. There are opportunities to meet the new teacher and staff and Parents Evenings are scheduled early in the school year
- Secondary School teachers visit the year six children
- SENCO-SENCO meetings

Admission Arrangements

The process of children with SEN&D joining our setting, begins long before they arrive and we pride ourselves on the personalised transition packages we offer. Whether children are joining us from another school, pre-school or straight from home, we always welcome a visit to our schools and ensure that parents/ carers have the opportunity to meet our SENCO and prospective class teacher to share information and discuss individual learning needs.

13 Information on where the local authority's local offer is published.

Our school offer is built around the 2014 SEN&D Code of Practice, and the Devon Local offer, which can be found at www.devon.gov.uk/SEND

