



## ***Parent Information:***

# ***SEND Information Report.***

Every child deserves the best possible start in life and the opportunity to thrive. Some children just need additional help and support to achieve their potential. All Devon schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the County through Babcock to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

*The SENDCO – Mrs Clare Davies*

### ***1. Who are the best people to talk about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?***

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible

---

Class teacher

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager know as necessary.

Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.

Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

---

Head teacher

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

Delegate responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.

Ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.

---

SEND Governor -

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

## **2. What are the different types of support available for children with SEND at MTB?**

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the Inclusion Manager or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

---

### Specific group work with in a smaller group of children.

Intervention groups may be

- Run in the classroom or outside.
- Run by a teacher or most often a Learning Support Assistant who has had training to run these groups.

### Stage of SEND

This means a child has been identified by the class teacher as needing some extra/additional support in school. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
  - A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan
- 

### Assess Plan Do Review cycle

This cycle enables us to adapt our strategies to enable your child to make progress as part of this cycle in review we may request consent to refer your child to one of our partner agencies in order for us to address ongoing concerns

This may be from:

- Local Authority central services
- Or we may prioritise your child to receive time from our commissioned Educational psychologist Service.

For your child this would mean:

- Your child will have been identified by the class teacher in partnership with the SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us to understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional

The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

---

*Specified Individual support*

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as having additional needs that cannot be met through our local offer and is needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the SEND identification level.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN identification level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

SEND Report 2022-23 C.Davies Headteacher/Sendco

## **5. How is extra support allocated to children ?**

### **3. HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?**

Severe, complex and lifelong

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo

If you are still not happy you can speak to the school SEND Governor or Head teacher.

## **4. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

The school budget, received Devon LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

## ***6. Who are the other people providing services to children with an SEND in school?***

Directly funded by the school:

- Commissioned Child Psychotherapist
- Lego Therapy trained staff
- Boxall Profile trained practitioner
- Teacher for direct intervention 1:1, 1:2, 1:3
- Four LSA's

Paid for centrally by the Local Authority but delivered in school:

Please see Devon LA Local offer

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

SEND Report 2022-23 C.Davies Headteacher/Sendco

- School Nurse
- SALT under 5's
- Occupational Therapy
- Physiotherapy

## ***7. How are the teachers in school helped to work with children with an SEND and what training do they have ?***

The SENDCO's job is to support the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service.

## ***8. How will the teaching be adapted for my child with SEND?***

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained Learning Support Assistants can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.



## **9. How will the school measure the progress of your child with SEND?**

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are currently required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children at SEND support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDco will also check that your child is making good progress within any individual work and in any group that they take part in.

## **10. What support do we have for parents of children with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

SEND Report 2022-23 C.Davies Headteacher/Sendco

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

IEP's will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Inclusion Meetings every term offer parents a support network within the school with guest speakers invited.

## ***11. How is MTB accessible to children with SEND?***

The school is one storey and has been adapted to make it accessible to assistive resources e.g. wheelchair. The necessary reasonable adjustments have been made to ensure that equipment used and resources available are accessible to all children regardless of their needs. Please see our Accessibility Plan.

## ***12. How will we support your child with SEND at key transition times ?***

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

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

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. All IEP will be shared with the new teacher.
- A Transition Plan is written in consultation with the pupil and parent that outlines the necessary preparation for a seamless transition.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENDCo in consultation with the SENDCo/ Inclusion Manager from the receiving school will draw up a comprehensive Transition Plan which will include Transition meetings with all staff supporting the child at MTB. and accompanied visits with staff from MTB to the receiving provision.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.