

## Harbertonford Church of England SEND Report 2017-18

### SEND Profile

The number of children at Harbertonford with Special Needs is:12

The percentage of Special Needs is therefore: 9.25%

The number of children with an education, health and care (EHC) plan is:1

The number of children with specific needs are:

Communication & Interaction		Cognition & Learning		Social, emotional, mental health difficulties		Sensory/ and or physical needs	
EHCP	Non	EHCP	Non	EHCP	Non	EHCP	Non
1	9	0	5	1	4	0	4

### Identifying pupils with Special Needs- how we do it at Harbertonford C of E Primary School

Early identification of children with SEND is key. At Harbertonford CE Primary school we strive for every child to reach his or her full potential.

These are the ways in which we identify and assess pupils with SEND. Through Early Identification of individual needs, a plan can be made to support a child's development from the start.

If a parent is worried about their child's development, behaviour or progress, we encourage them to talk to their teacher first and/or the Academy Head, Lizzie Lethbridge, or supporting SENDCo, Jade Dewar.

We offer training to teachers and support staff to help identify SEND needs. To find out more about your school's policy, go to the school's website. This is available at:

<http://harbertonford.thelink.academy/wp-content/uploads/2014/12/SEND-Policy-2016.pdf>

We work closely with outside agencies in order to provide appropriate support and provision for individual needs.

Monitoring the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop. Below is an overview of how we identify and work with children with SEND

- Listening to the pupil – via 'pupil voice' sessions and pupil conferencing.
- Listening to parent/carers; through formal arrangements and our 'open-door' policy.
- Distinguishing between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs and disabilities.
- Identifying barriers to learning using our knowledge and understanding of the four primary areas of need.
- The areas of need are:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties

- Sensory and/or physical needs

In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

### What happens when we identify a child with specific needs?

Your child's teacher will work with you, your child, a SENCO and other professionals where necessary to develop a support plan which is called a My Plan. These will be tailored to the needs of individual children. Once needs are identified as 'additional to' or 'different from' the differentiated approaches in the classroom. It is vital that there are conversations between staff and parents to ensure that we are doing our utmost to support children. Targets will be agreed, based on assessments, observations and conversations about the child and these targets will be reviewed as necessary; generally half termly.

We have 14 pupils with My Plans this year

If we involve External agencies we will agree a programme with them and they will be expected to keep us informed of a pupil's progress.

What could happen if your child is identified for further support?

There are 3 levels:

1. Class teacher input via excellent targeted classroom teaching
  - The teacher has the highest possible expectations for your child and all pupils in their class.
  - All teaching is built 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 SENDCo) 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 a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work and interventions which may be run in the classroom or outside, or run by a teacher or a Teaching Assistant (TA)
2. Specialist groups run by outside agencies e.g. Speech and Language Therapy - as per the SEN Code of Practice 2014. Sometimes, children are identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This support may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), or from outside agencies such as the Education Psychology Service (EPS). What could happen if your child is identified for this type of support?
  - Parents/Carers would be asked to give consent for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself 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 as to the ways your child is given support.
3. Specified Individual support
  - Parents/Carers would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- The specialist professional will work with children to understand their needs and make recommendations as to the ways support can be provided. Specified Individual support is available for children who have complex learning needs. This is usually provided via an Education, Health and Care Plan (EHCP). This means children will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through differentiated teaching and intervention groups. Children may also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), Outside agencies such as the Speech and Language Therapy (SALT) Service. For a child this would mean that the school can request that Local Authority Services carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made, a Panel of Professionals (with a lot of information about a child, including some from parents and carers), will decide whether they think a 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 parents and carers 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 current support. After the reports have all been sent in, the Panel of Professionals will decide if a child's needs require an Education Health Care Plan (EHCP) to be implemented.

If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure a child makes as much progress as possible. The EHCP will outline the number of hours of individual/small group support a child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for a child

Progress of SEND pupils- including the impact of interventions			
12 SEND pupils – each child is 9.25 %			
Non SEND Reading			
SEND Reading – 83.3% made progress (10 children), the remaining 2 children were identified as making slow progress (16.7%)			
Non SEND Writing			
SEND writing – 83.3% made progress (10 children), the remaining 2 children were identified as making slow progress.			
Non SEND Maths			
SEND Maths SEND writing – 83.3% made progress (10 children), the remaining 2 children were identified as making slow progress.			
2017-18 SEND Performance Data			
1 Y6 pupils 1 Y2	Reading	Writing	Maths
SEND pupils	Y6: 100% (1 child) Y2: 0% (1 child)	Y6: 0% (1 child) Y2: 0% (1 child)	Y6: 0% (1 child) Y2: 100% (1 child)

Current position with SEN implementation
--

2017-18 No EHC plans were applied for. EHCP annual review took place in the summer term.
---

SEND Funding 2017-18
----------------------

We have had no additional SEND funding in 2017-18 Currently we have no additional funding for SEND.
--

Staff Development
-------------------

Staff development that has been offered on SEND, including continuing professional development (CPD). All staff are encouraged to seek support when making decisions about SEND provision.
--

Jade Dewar attended Autism training with the Autism Education Trust.

Lizzie Lethbridge is supporting Jade Dewar with learning about becoming a SENCO before commencing SENCo qualification next year.

Jade Dewar and Jen Bradshaw attended 'Mini Yoga' to support mental health in primary schools.

Precision teaching training was attended by TAs in the school.