

Harbertonford Primary School SEND Report 2019-20

Harbertonford Primary School SEND Profile							
<p>The number of children at Harbertonford Primary School with Special/Additional Need is:14/102</p> <p>The percentage of Special Needs is therefore: 7.2%</p> <p>The number of children with an education, health and care (EHC) plan is:1</p>							
Social, emotional, mental health difficulties		Communication & Interaction		Cognition & Learning		Sensory/ and or physical needs	
EHCP	Non EHCP	EHCP	Non EHCP	EHCP	Non EHCP	EHCP	Non EHCP
1	2	1	4	0	8	0	0

Identifying pupils with Special Needs- how we do it at Harbertonford
<p>Early identification is vital.</p> <p>The earlier that SEN is identified the better the child's chances of reaching his or her full potential. We expect our teachers to identify SEN early so that a plan can be made to support a child's development from the start.</p> <p>If a parent is worried about their child's development, behaviour or progress, we expect them to talk to their teacher first and then the school's special educational needs co-ordinator (SENDCO). This is Jade Morgan.</p> <p>We train teachers to identify SEND, and have a policy on identifying and supporting children with SEN. The virtual Inclusion and improvement Hub supports all inclusion and we have comprehensive systems for identifying barriers to learning, ensuring appropriate intervention programmes are in place and evaluating these for best outcomes. To find out more about your school's policy, go to the school's website http://harbertonford.thelink.academy/</p> <p>Other people, such as health professionals and foster carers may also identify problems. If they do, they should contact us directly.</p>
What happens when we identify a child with specific needs?
<p>Your child's teacher will work with you, your child, a SENCO and other professionals where necessary to develop a support plan- at Harbertonford these are known as provision plans and these will be tailored to the needs of the child. They are established at the start of the year or from point of identification and they set out the bespoke and specific approach we will use to support any child that has special requirements.</p> <p>Provision maps are shared with staff across the whole school and are reviewed at the end of the term and the approach evaluated. Parents are informed if there is a need at this point. Further action may also be identified.</p> <p>We expect Quality First Teaching within our classrooms and therefore pupils are not removed for interventions unless that is advantageous.</p> <p>We have 14 pupils with additional provision this year. The Provision Maps detail additional needs and how the school will meet these needs. 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.</p>

Last year (2018-19) we accessed a variety of external agency support including: NHS Speech and Language, Virgin Care Speech and Language, MAST Educational Psychologists.

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

There are 3 levels:

- **Class teacher input via excellent targeted classroom teaching (Quality First 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)

- **Interventions run by school staff or 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, for example, 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?

You 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 your child to understand their needs and make recommendations as to the ways your child is given support.

- **Specified Individual support**

You 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 your child to understand their needs and make recommendations as to the ways your child is given support. (iii) Specified Individual Support This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child 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 Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from: The Inclusion & Improvement Hub or 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 your child this would mean that the school (or you) can request that Local Authority Services 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 request has been made, a Panel of Professionals (with a lot of information about your child, including some from you), 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 current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).

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 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, 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.

Progress of SEND pupils			
NB 14 children in 2018/19 Incl 1xEHCP 1 child= 7.2%	Number and % reaching ARE (age related expectations)	Average points of progress made in 2017/18 (3.0 pts is average for non-SEND children)	Targets for 2019/20
Reading	2 children at ARE 16.7%	2.0	25% to make ARE (aspirational)
Writing	0 child at ARE 0 %	2.3	25% to make ARE (aspirational)
Maths	3 children at ARE 25 %	2.2	25% to make ARE (aspirational)

Current position with SEN implementation
<p><u>2017-18</u> 1 EHC plan was reviewed</p> <p><u>2018-2019</u></p> <p>MAST EP services have observed and assessed children, consulted with school and parents and will continue to work on best outcomes for children.</p> <p>IIH termly meetings in place with SENDCo and class teacher review.</p> <p>Annual review for EHCP- request for funding amendment</p> <p><u>2019-20</u></p> <p>EHCP request</p> <p>Children with SEN are supported by the IIH SEMH courses, outside agencies and provision within school.</p> <p>Please see Position paper and action plan.</p>

SEND Funding 2018-19
<p>SEND funding in 2017-18 £0</p> <p>Current funding SEND £0</p> <p>Inclusion funding within Nursery x1 £834.90</p>

Staff Development
<p>Staff development that has been offered on SEND, including continuing professional development (CPD) has been through the IIH –see below and other external agencies.</p> <p>Jade Morgan has completed the National SENDCO Award in 2019.</p> <p>TA training for Anxiety awareness in 2019</p> <p>All staff are encouraged to seek support when making decisions about SEND provision. Specific training requirements are agreed; and meet current needs. The IIH is an ‘immediate go to’ facility for our staff and Academy Heads when they need support with children who have special needs.</p> <p>CPD for staff 2018/19 included:</p> <ul style="list-style-type: none"> • Lego therapy • Anxiety training • Therapeutic play • Right for Children • SENCO training (Jade Morgan) • Survive and Thrive • Early Help for Mental Health • Early Years SENCO meeting • Mental Health Champion • National Qualification SENCO Award

Work with The Inclusion & Improvement Hub & External Agencies
<p>Harbertonford CE works consistently with the Improvement and Inclusion Hub (IIH) to identify the needs of all our pupils.</p> <p>Meetings are held with Becky Humphreys (IIH Lead) at the start of the term to pinpoint where support is required and a plans are put in place. These are evaluated termly by school staff and at the end of term with the Academy head & IIH lead to ensure ongoing success and monitor the impact of all provision.</p> <p>The school has good working relationships with a number of external agencies who have been ‘long term’ supporters and enabled us to be facilitators of the best outcomes for our pupils.</p>

Provision for all SEND & Disadvantaged children and those with some additional need

	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision	Outside agencies supporting school
	Additional class based provision.	School based intervention programme.	SEND / IIH support/ Outside agencies involvement.	
Social, emotional and mental health				
4.95% of children in school who benefit from additional support in this area	<ul style="list-style-type: none"> Focussed eye contact modelling full sentences & conversation Lots of positive reinforcement. Encouragement to stay calm Circle time: language of anger & how to recognise Lots of praise for displaying calm and measured behaviour, including verbally reinforcing this with e.g. 'I was so pleased that you explained how you felt...' Keep instructions short, precise and positive. Communicate positive achievements with home. Praise strengths and 	1:1 support as required Talk time with class teacher as required Lego therapy BST anger management pack Social stories 1:1 Therapeutic play	Improvement Inclusion Hub: course: managing anger and anxiety EHCP provision Play therapy	IIH ~ training opportunities: EG PIPs training Early help FIT team CAMHs team MAST Plymouth Excellence Cluster Devon SEN 0-25 EP team: Attachment based mentoring course for teachers and TAs

	<p>independent work.</p> <ul style="list-style-type: none"> • Give class responsibilities e.g. buddy for new child. • Provide a worry book and encouragement to verbalise feelings. • Thrive approach: attune & validate with children at the beginning of every day • Visual timetable on display. • Pre-warn children of any changes in routine • Worry Monster - writing a message • Robust PSHE programme 			
Communication and interaction				
3.9 % of children in school who benefit from additional support in this area	<ul style="list-style-type: none"> • Setting up play opportunities with children who can support interaction: playtime buddies • 1:1 conversation that encourage language use and build confidence • Ensure HI children sit near teacher during whole class sessions 	<ul style="list-style-type: none"> • SALT programmes • Speech link therapy 	<ul style="list-style-type: none"> • SALT programmes • Speech link <ul style="list-style-type: none"> • Lego therapy 	SaLT MAST Plymouth Excellence Cluster Devon SEN 0-25 EP team(EHCPs)

	<ul style="list-style-type: none"> • Key vocab explained • Range of approaches to support spoken language: symbols, pictures, apparatus. Clear instructions. <p>time for processing..</p>			
Cognition and learning				
16.8% of children in school who benefit from additional support in this area	<ul style="list-style-type: none"> • Encouragement & Rewards for small steps to build confidence • Physical, concrete resources age and stage appropriate • Dyslexia friendly classrooms • Small group work supported by adult using QFT in lessons • Coloured overlays • Use of coloured paper for recording work • Colourful semantic used by class teacher to support sentence construction • Pre/post teaching • Maths-learning pack to support independent learning- home learning supported by these 	<ul style="list-style-type: none"> • Spelling intervention: Nessy. • Times Tables consolidation • 1:1 reading/additional reading sessions across week • Colourful semantics small group intervention as required • Small group: Maths and English post teaching as and when required. • Reading fluency group • Reading comprehension • Spelling intervention + spelling focus for homework. • Access to homework club for maths • Precision teaching 	EHCP provision	IIH Devon 0-25 team MAST

	<ul style="list-style-type: none"> Phonics sound mats provided. Maths and English post teaching as and when required. Accelerated reader 			
Sensory and/or physical				
1.98% of children in school who benefit from additional support in this area	<ul style="list-style-type: none"> Pencil grips Writing slopes Breaks given (toilet) between input and activity. Squishies allowed on desk. Soft moulded pen grip HI children to sit near teacher during whole class in-put Teachers makes sure any instruction is understood, especially when outside or during PE. 	<ul style="list-style-type: none"> Fun Fit as required 	EHCP provision	IIH Devon 0-25 team MAST