

Bovey Tracey Primary School
SEND Information Report

Special Educational Needs Provision at Bovey Tracey Primary School

We at **Bovey Tracey Primary School** are committed to meeting the Special Educational Needs of pupils and ensuring that they make progress. In line with our mission statement we aim to provide a positive, happy and secure learning environment where everyone will be encouraged to do their best. Bovey Tracey Primary is a mainstream school where children with SEND fall into the following primary areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

When children are first admitted to the school, personalised provision is provided for their integration into school. This may include meetings with professionals, parents/carers, additional nurture visits prior to starting school, often with one-to-one support, and a phased start to full-time education to promote a positive experience for the child.

If a parent/carer or a teacher has a concern about a child they inform the SENCo who will consider appropriate provision/referrals to outside agencies for the child. If the concern has been raised by the school, parents will be informed at the earliest opportunity and their thoughts, views and wishes are sought.

How do we identify and assess pupils with SEN?

The Headteacher, **Miss Julie Dyer**, is the school's "responsible person" and manages the school's special educational needs work. The Headteacher keeps the governing body informed about the special educational needs provision made by the school.

The SENCo and the Headteacher work closely with the Special Educational Needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Headteacher identify areas for development in special educational needs and contribute to the school's development plan. The SENCo co-ordinates provision at school support and for pupils with Education Health Care Plans or existing Statements of SEN.

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

Children are regarded as having Special Educational Needs if they require educational provision which is additional to, or different from, the educational provision made generally for pupils of their age.

All teaching and non-teaching staff are involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and monitoring their progress. Class teachers monitor progress made by pupils in their class and the effectiveness of resources and other curriculum material. All staff work closely with the SENCo.

Once a term Pupil Progress Meetings are held where the Headteacher, Deputy Head and SENCo meet with individual class teachers to monitor individual progress of pupils. This ensures that the SENCo is kept fully informed of any concerns and progress made.

If our school is alerted to the fact by a parent/carer that a child may have a difficulty in learning we make our best endeavours to collect all relevant information, from professionals and parents/carers, and plan a relevant differentiated curriculum for that child. This information is collected through the Devon Assessment Framework process.

To ensure access for pupils or parents with disabilities the school has wheelchair access ramps and disabled toilet facilities as part of the School's Accessibility Plan.

The governors ensure that the needs of pupils are met by employing a SENCo. The Headteacher, SENCo and class teacher use the child's EHCP/Statement to identify the areas of pupil need and make appropriate provision.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Training is provided about specific Special Educational Needs when a gap in expertise is identified. This may be individual or whole staff training. The SENCo keeps up to date with current issues by attending Learning Community SENCo meetings and attending courses.

The governors ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors ensure that staff are kept fully up to date about SEN issues and undertake training.

Twice a year we ask for parents'/carers' and their children's views about their SEN prior to the production of a My Plan/Devon Assessment Framework 2a where teachers, sometimes as part of a Team Around the Child meeting with other professionals and parents, decide appropriate outcomes for the My Plan. The outcomes are met by different types of provision designed to meet a child's needs and the My Plan is available for all who work with that child to use. It is annotated and, when progress is made, the outcomes or provision are altered as appropriate. The My Plans are reviewed with the child and parents twice a year, then again prior to the transition to their next class teacher to ensure continuity of provision. This process occurs for children at the School Support stage but those with a Statutory Plan (Statement or EHC plan) also have a My Plan setting out their current desired outcomes.

How do we evaluate the effectiveness of our provision?

At Bovey Tracey Primary School we meet once a term to monitor individual progress of pupils. These Pupil Progress meetings include the Headteacher, Deputy Head, class teacher and SENCo - this ensures that the SENCo is kept fully informed of any concerns and progress made.

Progress of pupils with SEN is monitored regularly and recorded on School Pupil Tracker. Individual interventions are recorded on Pupil Tracker and a pupil's progress is measured at intervals, depending on the intervention, to check if progress has been made and the provision is effective for that pupil. This includes the analysis of pre and post intervention data. Raise Online data and Devon SEND audit feedback are used to identify areas of improvement and provision is altered accordingly.

We have a provision map as below which is frequently reviewed. If we cannot meet the needs of a pupil from our current provision or expertise, we liaise with advisory services and outside agencies and organise the appropriate training and provision to the best of our endeavours.

Provision Map

Key: Wave 1 Wave 2 Wave 3

Interventions			
Cognition and Learning	Behavioural, emotional and social needs	Physical and sensory	Communication and interaction
Literacy: <ul style="list-style-type: none"> • Letters and Sounds • Jolly Phonics kinaesthetic approach • Fast phonics first • Targeted reading groups • Targeted phonics groups • Wordshark • Box dictations • TRUGS • New Reading and Thinking • Barrington Stoke series • Drama literacy workshops • FLS • Magnetic letters and phoneme frames • 2 connect program • Jumpstart Missions • Writers' workshops • Read, Write inc • Toe-by-Toe 	<ul style="list-style-type: none"> • SEAL • Social Communication Skills • THRIVE (training at present) • Circle of Friends • Befriending • Positive handling • Transition strategies within school and to prepare for Secondary Education 	<ul style="list-style-type: none"> • Leap into Life • Write from the Start • Speed up • Targeted groups to develop fine motor skills • Fun Fit (to be implemented) • Use of 'fiddle' objects 	<ul style="list-style-type: none"> • Speech Link • Language Link • Total Communication-use of visuals • Inference skills • Communicate in Print • Social Stories

<ul style="list-style-type: none"> • Language for Thinking • Reading Recovery • Talking Faces Program • Auditory Memory Skills • Smart chute activities • MYTY phonics • Precision teaching <p>Numeracy:</p> <ul style="list-style-type: none"> • Guided group work • Springboard • Numbers Count • Number Shark • Targeted booster sessions • Plus 1 • Power of 2 • Numicon Closing the Gap • Numicon Kit 1 one-to-one • Precision teaching 			
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How do we include pupils with SEND in activities outside the classroom?

All pupils whether they have special educational needs or not will be involved in the full life of the school.

- Homework, if appropriate, will be differentiated for pupils with SEN
- Pupils with SEN participate in sport, swimming and school visits (including residentials), with one-to-one support if necessary
- Pupils with SEN participate in assemblies, including class assemblies and school productions

This is a fundamental element to the school meeting their responsibility under the Equality Act 2010. Reference should be made to the school's Disability Equality Scheme and also the Accessibility Plan.

How do we support your child's overall well-being?

At Bovey Tracey Primary School we recognise the importance of your child's overall well-being as being of paramount importance. We have provision to meet every child's individual behavioural, emotional and social needs, irrespective of whether they have SEND. We regularly review and change this provision, when necessary to meet current individual needs, liaising with staff, parents, pupils and professionals as

part of this process. We regularly review attendance data, are alert to other events such as bereavement, family break-up, bullying etc which may lead to social, emotional and mental health difficulties. We have a flexible policy for supporting pupils with medical conditions.

Who is the Special Educational Needs coordinator?

Mrs Janet Bishop.

She is available on Wednesdays on 01626 833257. On other days please contact the Headteacher, Miss Julie Dyer.

Where can I find Devon's Local Offer?

The Local Offer provides an up-to-date bank of information for parents of children and young people with SEND. It is organised into age bands and has information about what provision can be accessed by children with SEN and how to access this. It can be found at

<https://new.devon.gov.uk/send>

If you would like to discuss this report or would like further explanation regarding any aspect of it, please contact the SENCo or Headteacher.

October 2014, revised annually.