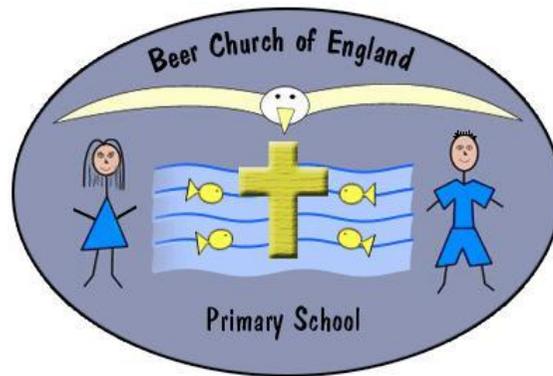


SEN Information Report

The Ark Federation Beer



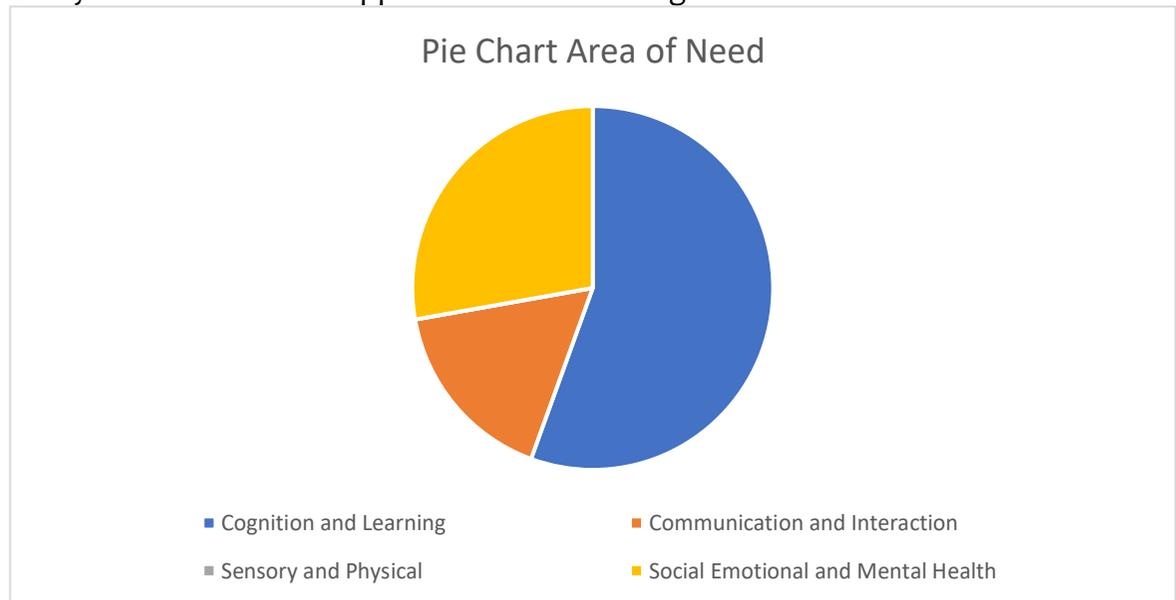
What types of SEN do we provide for?

Beer Primary School is a mainstream setting with pupils from Reception to Year 6 on roll.

The school provides support for pupils across the four areas of need as laid out in the SEND Code of Practice (January 2015):

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

Last year children were supported in the following areas:



Pupils needing long-term additional help to access the curriculum are supported with ‘SEND support’ and an application is made for an EHC Plan if appropriate.

How do we identify and assess pupils with SEN?

Pupil progress is tracked using our internal system, which is tied to the new curriculum, resulting in termly class profiles. Staff use these as well as their regular and on-going observations of children in school and their half termly progress checks to identify children who are in need of additional support. This will form the basis of discussions with the SENDCo. We have a graduated response to identifying pupils with additional needs.

- (Universal Provision) Where not enough progress is being made or children show gaps in their understanding– Children undergo appropriate group or individual intervention.
- (Universal Provision) Achievement team intervention – issue brought to achievement team, intervention tracked using AT Minutes.
- (Universal Provision) Case Study– *When a case study is started for a child, notes on the intervention are recorded and archived in the SEN Folder.*

SEN Register

- (Universal Provision) Graduated response tool – quick checker to identify area of need, Outcomes and strategies are recorded on a MyPlan. Reviewed termly with child’s views, parent meeting with minutes.
- (Targeted Provision) Progress toward SMART Targets recorded individually, broad outcomes and strategies taken from the Graduated Response Tool. Reviewed termly with child’s views, parent meeting with minutes.
- (Specialist Provision) Progress on MyPlan provides evidence for the support of outside agencies.
- (Specialist Provision) Funded Specialist Provision, EHCP or Statements.

Parents/Carers may raise concerns about regarding their child – if you are worried, please speak to your class teacher. These concerns will be investigated and reported back to you.

The SENDCo works alongside both the parents and class teacher to identify the child’s needs and support the teacher in gathering information about the child’s progress, attainment and behaviour. Where appropriate, specific assessment tools may be used to identify specific needs.

	<p>Where further advice is needed, external agencies may be contacted and invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>The Ark Federation SENDCo is Mr Ridge and he can be contacted through the school offices as follows:</p> <p>Beer – Tel/Fax: 01297 20077 Email: beeradmin@arkstcmat.org</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>The Ark Federation places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND. Our provision is built on high expectations of both of staff and pupils; all staff have high expectations of pupils regardless of their SEND with targeted differentiation in place according to pupil need.</p> <p>The vast majority of pupils with SEND spend most of the time supported by the teacher in the classroom. We also value and promote independence in learning and support our SEND pupils to make their own choices about their leaning wherever possible.</p> <p>There are other forms of SEND support and these may be delivered within the classroom or in another space on the school site. At The Ark Federation we use various forms of intervention which include: additional adult support to complement the work of the class teacher, use of small group work, 1:1 support, special resources/physical equipment and personalised provision where appropriate using targeted, time-limited programmes. These are delivered by a variety of people including class teachers and teaching assistants.</p> <p>For some children, specialist support from an external agency may be necessary. All visits by external agencies will require parental consent.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The Ark Federation seeks to make as many reasonable adjustments as possible to ensure that needs are met and learning is maximised. For example, some pupils have individual workstations, safe areas, visual timetables, access to kindles/iPads and inclusion in social groups where necessary. We act on the advice of external agencies to ensure the learning environment is safe and conducive to learning.</p>

	<p>We aim for all children to be included on school trips; we may need to discuss arrangements in advance with a parent/carer and it might be appropriate for a parent/carer to accompany a child on a school trip depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety will not be compromised. In an unlikely event where it is considered unsafe for a child to take part in an activity, this will be discussed with parents and carers.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>We have a strong Christian and inclusive ethos. Children across the school are encouraged to treat everyone as equals and the older children in the school also demonstrate great empathy and compassion towards each other and the younger children in the school. Our values (humility, courage, trust, truthfulness, thankfulness and friendship) shape behaviours and attitudes. Our children happily work with a variety of their peers and pupils within their class and the wider school. Class teachers support pupils' understanding and relationships where necessary.</p> <p>We aim for all children to be included on school trips and ensure any companies that bring experiences into the school are aware of the needs of our pupils. Any barriers to communication and language or social skills are supported by teachers and teaching assistants to allow children with SEN needs to engage as readily and independently as possible.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>From the moment children start at our school, our staff work hard to engage parents and build positive home-school relationships. There are daily opportunities for contact and all teachers are available to talk to parents during the school week; most are available after school and appointments can be made for lengthier discussions.</p> <p>Information is formally shared with parents on at least a termly basis with a parent consultation in the Autumn Term, an interim report and optional parent consultation in the Spring Term and a full end of year report in the Summer Term. If children also have a My Plan, teachers will also provide an extended parent consultation or an additional meeting to discuss the My Plan as well as the support being given at home to allow parents to contribute their ideas.</p> <p>Parents are also supported by workshops in the Early Years which address key issues such as phonics and reading. There are also other opportunities for parents to be involved in their child's education – volunteering, PTFA and supporting school events.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupil voice is important to us. We have a school council and classes take a democratic vote to decide which pupils are on the school council. We also hold Class Learning Forums to allow children to discuss their learning and issues they would like addressing.</p> <p>For pupils with SEND, staff support them to create a one-page profile which focuses on their attributes and interests. The class teacher will also ensure that they or a teaching assistant regularly meets with the child to elicit the child's</p>

	<p>views. Both the child's and the parent's views are included in every termly meeting, it is important to us that we have the child's views and we will always seek to attain them and return to them when decisions are made. Sometimes, it is necessary to seek the child's views via the parents/carers.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Where relevant, children's progress and attainment is assessed against the same criteria as other pupils in the class/year group. Judgements are made against the 2014 National Curriculum statements and we use termly standardised tests to inform our judgements as well. We assess all pupils as being emerging, expected or exceeding in relation to those national curriculum objectives.</p> <p>In some cases, pupils may be working significantly below the objectives for their year group (pre-emerging). In these cases, children will be assessed against the statements for a more appropriate year group. This allows teachers to ensure suitable adaptation and differentiation with regard to children's learning. These are in addition to the individual targets that are written on a child's 'My Plan'. Gifted and talented pupils will, in line with government recommendations, work at greater depth within the relevant national curriculum objectives.</p> <p>The class teacher is responsible for reviewing your child's progress in all areas of the curriculum. They will assess your child's progress on a regular basis and complete the termly class data profile then use this data to inform planning, types of interventions or to identify barriers to learning.</p> <p>If your child has a My Plan you will be invited to review it with the class teacher termly.</p> <p>Annual Reviews for children with ECHPs are carried every year. You will be invited by the SENDCo to attend along with anyone else who has been working with your child. You will be given a copy of the Annual Review paperwork.</p>
<p>How do we support pupils moving between different phases of education/in preparation for adulthood or independent living?</p>	<p>When pupils transfer into school, every effort is made to share information with previous settings. We also aim to build a relationship with parents. Where possible, time is set aside for tours and discussions in advance of pupils starting school with us.</p> <p>When moving class the current and new class teachers will meet to discuss the children coming into the class. This will include sharing My Plans, successful strategies, barriers to learning and next steps.</p> <p>When moving schools the SENDCo will contact the new school's SENDCo to share SEND information prior to the</p>

	<p>move, once the child has moved your child’s SEND file will be sent to the school.</p> <p>When moving to secondary education meetings will be held during the Summer Term to discuss all children with SEND. All children attend changeover days at some point during the Summer Term.</p> <p>The secondary school may wish to meet your child prior to transition, in this instance you will be informed and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases.</p> <p>Parents/carers of children with more complex needs may require earlier transitional preparation. The school’s SENDCO will support them in this process.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>With our Christian ethos and values (humility, courage, trust, truthfulness, thankfulness and friendship), a strong emphasis is placed on moral and spiritual development throughout the school. Class teachers and teaching assistants with the class provide pastoral care but where needs are more acute (e.g. bereavement), we will seek support from the School Nursing Team or specialised charities for example. In addition, social groups, social stories and Lego therapy are used to further support groups of children. Where necessary, we will also work closely with outside agencies including Devon’s Integrated Children’s Services and social care.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Our SENDCo holds the national SENDCo accreditation. All teaching staff are up to date on changes to SEND legislation and the SENDCo meets with all teaching staff termly to review the progress of the children and offer support where needed.</p> <p>Training covered last year by staff from across our federation:</p> <p>Passive Intervention and Prevention Strategies (PIPS) by the Behavioural Support Team, giving them a framework for dealing successfully with various forms of challenging behaviours. Many of our Teaching Assistants have worked with our Educational Psychologist to receive training on Precision Instruction Teaching.</p> <ul style="list-style-type: none"> • Devon Enhanced Autism Programme – Days 1, 2 & 3. Using the AET standards and competency framework. Enhanced good practice. Introduction to the progression framework. Further advanced training in order to support our students with additional needs (C & I), to be able to audit our provision and identify areas for development. To be able to successfully log areas of student progress using the new framework. • Precision Instruction Training – Educational Psychologist completed in-house training with teaching assistants.

	<ul style="list-style-type: none"> • Communication and Interaction Team – supporting with specific strategies to use to meet individual needs of specific children. TAs equipped with resources and strategies to support those with additional needs. • Emotional/Non-Verbal Training – Educational Psychologist ran in-house training based on the Blob Tree. Providing some children with an outlet/means of communicating. Supporting children with auditory/processing needs. • Visual Impairment Training – Training on using Ipad to support reading/class work Visually Impaired child had greater access to reading material and work displayed on the Interactive White Board. • Achievement Team Meetings – sharing of knowledge and expertise as well as suggestions provided by external agencies (e.g. Ed Psy, CIT). Good practise shared across classes and the school to inform teaching and learning. • Meetings between SENDCO and staff – review/discussion/sharing of strategies and resources to support teaching and learning. <p>We will continue to look at our training needs on a regular basis linked to the needs of the pupils and staff at the school and will continue to seek and implement the required training as necessary.</p>
<p>How will we secure specialist expertise?</p>	<p>Where specialist services are required on a needs-led basis, we use our traded hours with our partners at Babcock LDP or we seek other specialist services elsewhere. This includes Educational Psychology, Behaviour Support, Communication and Interaction and Speech and Language. We also work closely with the GPs, School Nurse Team, Social Care, CAMHS and the Autistic Spectrum Team where appropriate. Many of these services and agencies require referrals and have access thresholds and waiting lists.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>We act on advice from professionals working with the school and child. For example, in the past, children have had learning aids such as writing slopes and wedge-cushions on advice from occupational therapists whereas others have had access to tablets</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The Governing Body delegates responsibility for multi-agency working to the SENDCo who works within the TAF (Team around the Family) format and is responsible for contacting and coordinating the traded services. The SENDCo will also look at the impact of such traded services. Health, education or care referrals are made to single agencies or the multi-agency Integrated Children’s Services on a strategic case-by-case basis, using the Local Authority’s Threshold Tool for guidance.</p>

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Progress and attainment of all pupils is monitored through the termly class profiles whether or not they have SEND. Where pupils have SEND, teachers will have a termly meeting with the SENDCo to monitor how well the My Plan is working and agree adjustments as needed. We have a governor with responsibility for SEND and they will meet with the SENDCo, attend appropriate briefing sessions where possible and report back to the Governing Body. The Headteacher/Head of School (HoS) will also have termly pupil progress meetings with teachers. In these meetings, a discussion takes place concerning the children in that class which includes those who are not making expected progress and possible actions are discussed.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has a complaints policy which is freely available to parents. Concerns about SEND should be addresses via the class teacher in the first instance, or to the SENDCo. We aim to resolve these situations through dialogue and a positive, strong partnership between home and school. Transparent working relationships and good information sharing helps to offset potential misunderstandings.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Please speak to the class teacher in the first instance. General Information relating to SEND including our SEND policy and Provision Map are also available on the school website. Further information is available from the SENDCo (Mr Stuart Ridge), the Head of School (Mr R. Evans)/Headteacher (Mrs R. Porter) or in exceptional cases, the SEND Governor.</p>
<p>What support services are available to parents?</p>	<p>The main reference for parents would be DIAS – Devon Information, Advice & Support for SEND. See https://www.devonias.org.uk for further information or call their enquiry line on 01392 383080 / contact via email on devonias@devon.gov.uk See also IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk</p>
<p>Where can the LA’s local offer be found? How have we contributed to it?</p>	<p>Our school offer is built around the 2015 SEND Code of Practice and in particular, the Devon Local Offer which can be found at www.devon.gov.uk/send</p>