




# Ottery St Mary Primary School

## SEND Information Report

Last updated September 2023



We have high aspirations for all children and young people with Special Educational Needs and Disabilities so we want to ensure that our 4 priorities are embedded into our practice:

**Our SEND priorities are that children and young people will be able to:**

- **trust** that they will receive effective, reliable and consistent support which enables them to be happy and healthy
- work in **co-production** with us so they are fully engaged in their education and local community
- have early **access** to services so they are thriving and resilient
- have better **life chances** so they are fulfilling their potential and achieving their goals

## **1. The kinds of special educational needs for which provision is made at the school.**

Ottery St Mary Primary School is a mainstream setting with 421 pupils from Reception to Year 6. We are passionate about inclusion and seek to take a holistic view of underachievement and the support of vulnerable pupils through our SENCO Team and Pastoral Support Manager, in accordance with the requirements of the 2014 SEND Code of Practice.

If you want to know more about SEND at Ottery St Mary Primary School, please contact the SENCO, Pam Roberts via the school office..

## **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

The SENCo (Pam Roberts) and SEN Governor (Amie Langley-Ellis) are responsible for the creation and oversight of the school's policies and procedures around Special Educational Needs and Disabilities (SEND). The SENCo oversees the day-to-day running of support for SEND with the SENCO Assistant (Karen Deacon). Alongside this the school has a Pastoral Support Manager (Katie McLelland) to support vulnerable children and families within the school. Pupil progress is tracked using assessment procedures, which is tied to the new curriculum, resulting in the termly pupil progress meetings which staff use to identify where additional support may be needed as early as possible. Our Graduated Approach to Excellence (GATE) defines categories of need throughout the school, the first three of which are: On track – attainment and progress are fine, no unmet needs - Early Action – first signs of underachievement, addressed within universal provision by class teacher - Accelerated Learning Group – continuing or more significant underachievement, addressed through enhanced, group-level support, directed by class teacher.

Where needs have not been met by the above, or are more specific, a referral can be made by teachers to the SENCo to consider whether SEN support is required. Identification of SEN may be made through internal screening processes (e.g. Speech Link and Language Link) or the involvement of external agencies (e.g. Educational Psychologist, Dyslexia Assessor). When pupils are added to the SEN register, parents will be informed of the support their child will receive.

While there is only one category of SEN Support, this is broken down into three layers on the GATE, i.e.:

- SEN Support – needs met without pursuing the Devon Early Help Assessment.
- Devon Early Help Assessment/TAF (Team Around the Family) and Right For Children

Framework – needs more significant, requiring a holistic view and multi-agency working.

- High Needs – those with (or requiring) a statutory assessment and Education, Health and Care Plan (EHC Plan). If you think your child may need SEN Support, please speak to their teacher in the first instance, who may then make a referral to the SENCo.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans**

#### **a) How the school evaluates the effectiveness of its provision for such pupils.**

All teachers are the key leaders of their children's learning, whether or not they have SEND. Progress and attainment of all pupils is monitored through regular pupil progress meetings. Where pupils have SEND, in consultation with the SENCo and teaching assistants, teachers write/review School Based Plans (SBP). All pupils on the SEND register are monitored by their class teacher and, where appropriate, assigned teaching assistants are also responsible for supporting SBPs being implemented. Every classroom has a SEND file where all appropriate information is held and updated, these are monitored by the SENCo. The SEND Governor monitors all of the above and ensures continuity of provision across the school and monitors that progress is in line with (or better than) similar pupils nationally.

#### **b) The school's arrangements for assessing and reviewing the progress of pupils with SEND.**

Where relevant, the children's attainment and progress is assessed against the same criteria as the other pupils. Under this system, judgements are made termly against year-end expectations for that year group. Where pupils are working well below those expectations, the Engagement Model is drawn upon to reflect the child's individualised learning programme. This is used to ensure suitable adaptation and differentiation within children's general learning, alongside the very precise, time-limited SBP targets. These targets are monitored regularly, and evidence gathered of how many targets have been achieved. Information on the above is communicated to parents through day-to-day conversations and phone calls, parents' evenings and written formative reports. The SENCo is available at other times as needed. Where a TAF (Team Around the Family) is running, parents have access to review meetings.

#### **c) The school's approach to teaching pupils with special educational needs.**

Ottery St Mary Primary School places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND, and the school's provision is built around high expectations of the universal offer. The vast majority of pupils with SEND typically spend the vast majority of their time supported by the teacher in the classroom.

**d) How the school adapts the curriculum and learning environment for pupils with SEND**

In addition to the Engagement Model, at Ottery St Primary School we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. For example, we have developed supporting resilience through the Emotional Logic programme, are developing Forest Schools programme and provide access to Funfit across the school. To support children who have sensory issues we provide sensory breaks and sensory training so that children can regulate themselves in the classroom. We act swiftly on the advice of external agencies, for example the Hearing Impairment Advisor, to ensure the learning environment is safe and conducive to learning.

**e) Additional support for learning that is available to pupils with SEND**

All EYFS classes have at least one Teaching Assistant (TA) to supervise and support all learners – where additional TAs are deployed to support pupils with SEND, this is in proportion to the children’s need and focused on building their independence and resilience to manage their learning at other times. Deployment of TAs is at the discretion of the team leaders and class teacher, who will sometimes direct TAs to support the majority of pupils while he/she works with the least able. A number of pupils in the school are withdrawn from class each week for short times for enhanced/targeted provision (e.g. Speech Therapy), and in rare circumstances, pupils may conduct a larger proportion of their learning in a different setting, but always with best endeavours made to maintain a level of integration with their peers. This TA deployment is supervised by SLT and the SENCo, in partnership with team leaders, parents and teachers.

**f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND.**

All trips and wider educational activities are risk assessed, and reasonable adaptations are made to ensure all pupils can safely access these experiences. For example, to ensure SEND pupils aren’t discriminated against, this may require higher adult/pupil ratios on some trips, additional transport, or individually-tailored trips if these are more appropriate to the needs of the pupils. Parental engagement is sought in the decision-making process, and previously parents have volunteered to provide direct support on trips. At present all pupils engage fully with PE without the need for significant adaptations, and there is a daily Funfit gross motor programme in place to support targeted groups to develop key motor skills alongside their universal provision.

**g) Support that is available for improving the emotional, mental and social development of pupils with SEND**

Within Ottery St Mary Primary School a strong emphasis is placed on supporting emotional resilience throughout the school. Pastoral care is provided by the teachers in the first instance, but where needs are more acute (e.g. bereavement) this can be offered by the Pastoral Support

Manager in liaison with external sources of support (e.g. Balloons/Winston's Wish). Forest Schools activities are being developed to run across the school targeting those children who need to build their emotional well-being and self-esteem.

We also provide alternative provision at the start of the school day and lunchtime for vulnerable children, utilising our redeveloped and repurposed double decker bus. Where underlying emotional and social developmental needs have been identified, assessments can be carried out, which typically results in a targeted programme of support within the class, and sometimes a weekly (or twice weekly according to need) 1:1 session with our Pastoral Support teaching assistants. Within the TAF framework, we have worked closely with outside agencies, including Social Care, Behaviour Support, Housing, Play Therapists and the Devon Inclusion Officer (where needed), often exploring creative ways (e.g. holiday activities, part time alternative education provision) to ensure a continuity of provision for the pupils' wellbeing. If you have questions about your child's support, or suggestions about meeting their needs more effectively, please speak to your child's teacher in the first instance, or contact the SENCo and Pastoral Support Manager.

#### **4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

The SENCO, Pam Roberts, and/or the SENCO Assistant, Karen Deacon, can be contacted via 01404 812977 (office hours only) or by emailing [admin@ottery-primary.devon.sch.uk](mailto:admin@ottery-primary.devon.sch.uk)

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

All the teaching staff are up to date on changes in SEND legislation and practice nationally and locally, including the school's GATE and related procedures. Key staff across the school have been trained in Passive Intervention and Prevention Strategies (PIPs), giving a framework for dealing with challenging behaviour. Teaching assistants are developed through appropriate training opportunities, team meetings and personal goal-setting through performance management. Where other specialist services are required on a needs-led basis, this is usually through the traded hours with our partners such as Babcock LDP – this includes Behaviour Support and Communication and Interaction Team. Through the TAF process we work closely with Honeylands, the Specialist Autistic Spectrum Assessment Team, School Nurses, Social Care and CAMHS. All these agencies have access thresholds and waiting lists, and sometimes a multi-agency referral is preferable which are made through the Single Point of Access Team, Integrated Children's Services Devon.

If you require more information about referrals to outside agencies, you will need to speak to the SENCO/SENCO Assistant and Pastoral Support Manager or, in some instances, your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071.

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Acting on advice from Occupational Therapists, a number of pupils have had access to learning aids, such as writing slopes, ergonomic pens, and wedge-cushions. The school building benefits from lift access to all levels and also ramp access between the main KS1 and KS2 playgrounds so that internal and external areas can be accessed by wheelchair. Four disabled toilets are available, including one with a wet-room shower facility. If you think you or your child requires additional adaptation to equipment or facilities, please let the SENCo know as we do not want this to be a barrier to learning.

Further information on how the school utilises equipment and its facilities to support children with SEND can be found in our [School Accessibility Plan](#) (also available on the policies page of the school website).

## **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child.**

From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. Parents are supported by factfinders / workshops in the Early Years which address key issues such as reading, phonics and Maths, and their views are constantly sought as part of evidence-gathering within the EYFS profile and also have many opportunities (e.g. volunteering, PTFA, Governors) for parents to contribute to their child's education.

A link to the Ofsted Parent View survey can be found on our website. Within the TAF (Team around the Family) process, closer links are forged between home and school, and all decisions (i.e. who attends the meeting) and paperwork that are part of the TAF are checked and agreed with parents. The plan, do and review process ensure that the children's needs and outcomes are kept in focus, and parents are encouraged to suggest ideas for how pupils' outcomes may be improved. Where an annual review of an EHC plan is required, this is conducted using the

formal paperwork, but these families are also on a termly review cycle due to the level and complexity of needs. If you want to get more involved in your child's education and support, speak to their teacher in the first instance. For more information please see the SENCo or Pastoral Support Manager.

#### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Pupil voice is very important to us, through the School Council pupils give direct input into matters that affect their learning and development. Where pupils have SEND, we aim for genuine co-construction of goal-setting and SBPs. To fully understand children's barriers to learning the school uses discussion and questionnaires with children that feed into approaches and strategies used to support their learning. Within the TAF process, the *Listen to Me* document gives space for parents and teachers to elicit children's views in some detail, ensuring these can be appropriately represented at multi-agency meetings. Pupil Profiles are created alongside children to support their transition to new years and support all staff to understand how to bring the very best out of children.

#### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The school operates a complaints policy which is freely available to parents. Concerns about SEND should be addressed via the child's teacher in the first instance, or to the SENCo or Pastoral Support Manager, and typically these situations can be resolved through dialogue and the formation of robust partnerships. Transparent working relationships and proactive information-sharing, such as this document, helps to offset potential misunderstanding. The complaints policy is available from the school office and on the school website.

#### **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The Governing body delegates responsibility for multi-agency working to the SENCo and Pastoral Support Manager, who works within the TAF (Team Around the Family) format and is held to account for the impact of 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. For parents whose children have SEND, we act as a signpost to other services, such as the Devon Information, Advice and Support Service (DIAS). We have strong links with local children's centres, who have previously provided families with practical assistance in times of acute need.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

You can contact Devon Information Advice and Support for SEND 01392 38300 [devonias.org.uk](http://devonias.org.uk), 0-25 SEND Team 01392 383000 or [Citizen Advice Bureau](#). There is a useful source of information on the DISC website, which signposts other services available to parents and the [Devon Children and Family Health site](#). If you require further support to contact support services please speak to the SENCo or Pastoral Support Manager.

**12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

When pupils transfer into the school, every effort is made to gain information from previous settings and build relationships with parents, who are often anxious about how the child's needs will be met. Where possible, time is set aside for tours and discussions well in advance of the pupils starting at Ottery St Mary Primary School. Each June/July, children spend a session with their next teacher to facilitate a smooth transition, and all relevant documentation is discussed and passed on. The school also offers internal yearly transition meetings with parents and staff to support children's yearly moves. At the other end of their learning journey, the school operates a strong but flexible transition programme with local secondary schools, including face to face contact with receiving SENCOs. Where appropriate these SENCOs are invited to TAF (Team Around the Family) meetings to ensure continuity of understanding and support. Transition planning where appropriate starts in Year 5. Pupil Profiles are used to give individual children a voice regarding what helps them to be ready to learn in school. The SEND team and Pastoral Support Manager are working together to create transition packages to target all children who may struggle with year to year transition to include targeted support end of summer term/autumn term and transition booklets for perusal over the holidays. To discuss how we may tailor our transition arrangements to meet your child's needs, please contact the SENCo.

**13. Information on where the local authority's local offer is published.**



Our school offer is built around the [2015 SEND Code of Practice](#), and in particular the [Devon Local offer](#).