

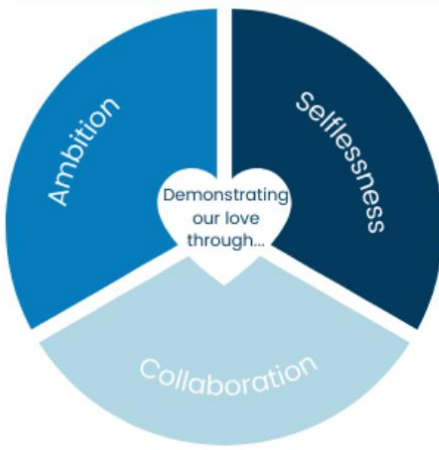
SEND Information Report



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



- Selflessness**
- put **children** at the heart of all we do
 - prioritise others and build **healthy teams**
 - **be brave**
- Ambition**
- **work hard**
 - **strive** to be even better
 - be the **best** we can
- Collaboration**
- build **trust**
 - build strong **relationships**
 - be **stronger together**

How will we succeed?



Statement of Intent

At Whipton Barton Federation, we believe all children deserve the very best possible start. We aim to enrich the lives of all our pupils, providing them with an education that will inspire them to achieve and enable all our pupils to have choices in the future.

All children with Special Educational Needs and Disabilities (SEND) are welcome at Whipton Barton Federation. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. Whipton Barton Federation is a fully inclusive school, we work with a range of professionals and other children's services to provide a caring education so all pupils can achieve their potential.

We aim for parents/carers and pupils to be fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and agreed outcomes.

Our school has a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEND'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school:

- Has a designated SENDco who is part of the Senior Leadership team and who has completed the National Award for SEND Coordination.
- Has a named Governor for SEND.
- Has a SEND Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Ensures pupils with SEND have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensures every aspect of the school's Key Performance Indicators (KPIs) have a reporting mechanism for SEND.
- Ensures we work collaboratively with our TedWragg Trust, keep up to date with current best practice and research which informs our SEND practices and policies.

In addition, we use the following guiding principles in our work to support children with SEND:

- Staff are informed about the SEND pupils they teach. With the aim that all staff consciously build strong relationships with these pupils, gaining knowledge of their strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours, acknowledging the barriers they face and working together to help them learn to overcome them.
- We know that excellent teaching sits at the heart of success. Teachers and the wider support staff engage with incremental coaching and evidence-informed approaches to refine, develop and improve their knowledge and understanding of SEND.
- We understand the importance of subject mastery for all children and seek always to develop subject knowledge and expertise regardless of a child's starting point.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEND pupils.

- We fully understand the importance of self-efficacy and the ability to reflect on our learning, take responsibility and build independence. Therefore, we actively promote and teach successful learning habits, which are embedded in lessons and in all aspect of school life.
- We monitor children’s success throughout their school career and intervene, where necessary, to support progress.
- We aim to inspire aspirations and give children the education they need to enable them to have future choices.
- We work in partnerships with other schools to scaffold transition points and focus on ‘next steps’ to fully support a child’s individual journey throughout their education.
- Within the context of the curriculum we provide experiences that will encourage our pupils to explore the world beyond their personal environment and give them opportunities and options they may not have considered.
- We understand that excellent attendance is fundamental to success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

Special Educational Needs Coordinator (SENCO)	Ali Hirst Ali.hirst@whiptonbarton.org School office: 01392 466072 Work mobile: 07920411202
Staff member with overall responsibility for pupils with Medical Needs	Ali Hirst
SEN Governor	Aimee Mitchell
Where is the Local Authority’s Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information Advice and Support for SEND (DIAS) https://devonias.org.uk/ 01392 383080 devonias@devon.gov.uk

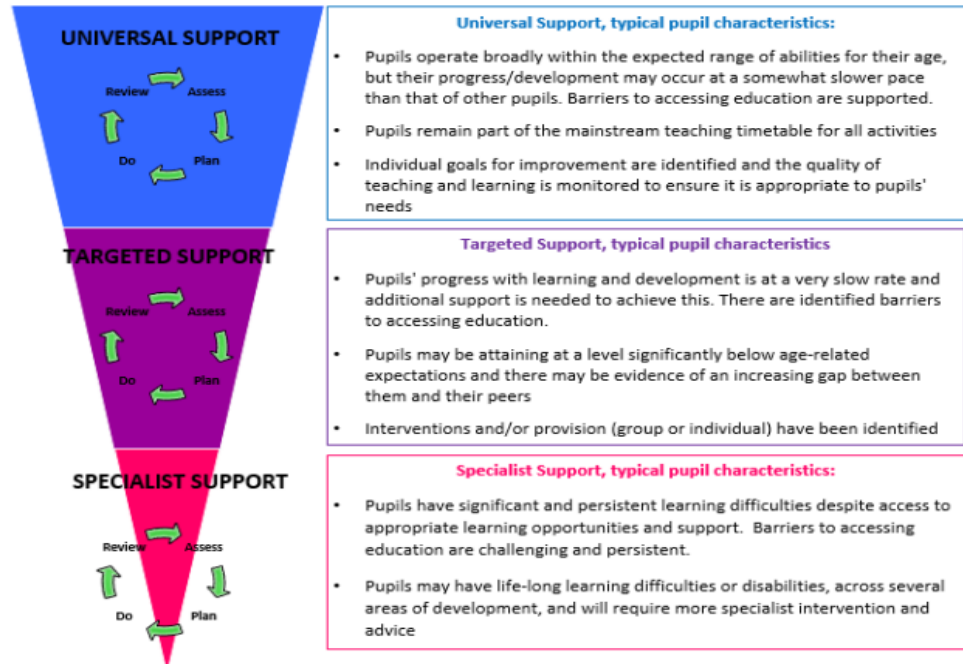
Implementation

Questions	School Response
<p>What kinds of special educational needs are provided for at Whipton Barton Federation?</p>	<p>Whipton Barton Federation is a mainstream, inclusive school for children aged 2-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND.</p> <p>Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND of pupils at this school.</p> <p>For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> • it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or • the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. <p>Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>Class teachers and teaching assistants work together to identify and help support children who are experiencing any difficulties. The SENDco coordinates this work across the Federation.</p> <p>All children are different so every child is unique with their learning journey. Class teachers continually track the progress of all children in their class. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring progress and regularly observing children during their learning.</p> <p>Class teachers and teaching assistants can discuss any concerns they have as and when needed with the SENDco, and all teachers have termly Pupil Progress meetings and SEND reviews.</p> <p>There are many ways that we identify a SEND for example:</p> <ul style="list-style-type: none"> • Liaising with all Nursery providers and other primary schools to ensure that information on children transitioning into the Federation is shared effectively.

	<ul style="list-style-type: none"> • Teachers and Nursery Practitioners carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties. • Parents may raise concerns about their child. • Other professionals working with a child outside of the Federation may raise concerns or highlight a specific need. • Pupils views • Review attendance and exclusion data for students with SEND <p>All children are assessed regularly by their class teacher and their progress is recorded termly. This progress is tracked continuously by the Senior leadership team and SENDco in the case of the SEND children.</p> <p>The governing body, in particular the SEND governor, also has a role to play in ensuring that the school makes the necessary provision for every child with SEND.</p>
<p>How does Whipton Barton Federation evaluate the effectiveness of the provision for children with SEND?</p>	<p>Subject leaders and the SENDCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing.</p> <p>The effectiveness of interventions are measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the Classroom teacher and SENCo and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through the ‘Team Around the Family’ process or an ‘Early Help Assessment’, the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p> <p>Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Miss Hirst reports to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body.</p>
<p>What are the arrangements for assessing and reviewing children’s progress towards outcomes?</p>	<p>As a school, we track and analyse children’s progress in learning against age related expectations on a termly basis. The class teacher continually assesses children and notes areas where they are improving and where further support is needed.</p> <p>Pupil Progress meetings are held each term with the class teacher and a member of the Senior Leadership Team. In these meetings, children who are not making at least expected progress are highlighted and a plan is created.</p>

Where specific needs are apparent, the Federation has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Devon Graduated Response framework can be used to support teachers and school leaders to identify, assess and review the needs of children requiring additional or special educational provision.

There are three stages of support, which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.



For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?

We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum.

We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our Federation. Our skilled teachers will use techniques such as scaffolding to ensure that all children experience success in their learning and achieve their potential.

There is an expectation that teachers understand the learning needs of the children in their care and they will ensure that the learning is pitched at the point of learning for SEND pupils.

The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

What would high quality teaching look like for your child?

	<ul style="list-style-type: none"> • The teacher would have the highest possible expectations for your child and all pupils in the class. • That all teaching is built on what your child already knows, can do and can understand. • Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific strategies, practices and provision (that may be suggested by the SENCo or professionals) are in place to support your child to learn. • The teacher will use ongoing assessment in the lesson to assess progress, check for understanding and address any misconceptions or gaps in their knowledge. • The teacher or teaching assistant will offer extra support if needed to make the best possible progress for your child. <p>The school recognises the importance of the findings by the Education Endowment Fund’s summary of recommendations for SEN in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants.</p> <p>Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents, health professionals and if appropriate, the pupil themselves.</p> <p>We are fully committed to ensuring that the Federation is accessible to all children and will always be happy to discuss individual requirements where necessary. The Federation has a number of ways in which it is accessible to all:</p> <ul style="list-style-type: none"> • Accessible toilet facilities by the main reception area and on the ground floor in the junior school • A lift situated on the lower level to provide access to the upper level in the junior school • Accessible toilet facility in the Infant school and a stair lift • The School grounds and outdoor areas are accessible for all children. <p>Please see our Accessibility Policy for further details available on the school website.</p>
<p>What additional support for learning is available to pupils with special educational needs?</p>	<p>When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers’ meetings.</p> <p>The SENDco will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors.</p>

<p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children.</p> <p>Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children.</p> <p>Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned transition process ensures that through meetings with feeder pre-school settings and conversations with parents, we can anticipate the medical, social and emotional needs of our children.</p> <p>The Federation offers pastoral support through our Thrive approach for children who may be encountering emotional difficulties, starting with the universal practices offered to children in class. This is further supported through a comprehensive curriculum for children’s spiritual, moral, social and cultural development.</p> <p>We use a Thrive approach to support children’s emotional needs. We have three trained Thrive practitioners working in our school. Our Positive Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff.</p> <p>The school aims to provide a safe environment with clear routines and consistent practices in place across the school.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally.</p> <p>Our in-house CPD (Continual professional development) programme offers training around key aspects of SEND. As well as buying in specific whole school training and individual staff members undertaking more specialist training.</p> <p>We regularly audit and review staff training needs to inform our school improvement work and enable the senior leadership to plan relevant training aimed at supporting inclusive and high-quality teaching.</p> <p>We adhere to the principle that ‘All teachers are teachers of children with special educational needs’ and aim to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>We work closely with external agencies to support staff training and development of expertise.</p> <p>The SENDco holds the National SENCo Qualification.</p>

	<p>The SENDco attends termly network meetings to keep abreast of current legislation and best practices.</p> <p>We also have our very own trained Therapy Dog (Teddy) who helps support our pupils.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Federation are:</p> <ul style="list-style-type: none"> • The Communication and Interaction Team (CIT/CITEY) • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • Single Point of Access (SPA) • School Nursing Service • Health Visitor • Children Centre (Action for Children) • Multi-Agency Support Team (MAST) • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Social Care • Play Therapist • Complex Needs Service • Social Emotional Mental Health team (Advisory Teacher for SEMH) • Devon Information Advise and Support Service (DIAS)
<p>How do we secure the equipment and facilities needed to support pupils with SEND?</p>	<p>The SENDco oversees the SEND budget and commissions services, such as speech therapy and EP services to meet the needs of current and future cohorts. As needs of pupils and cohorts are identified or change specific equipment and facilities may be needed to be purchased using the SEND funding as agreed by the SENDco.</p> <p>We work closely with other professionals and act on their advice, for example Occupational Therapists. Some pupils may need access to learning aids such as writing slopes, wedge cushions or pencil grips or more specialist equipment such as an AAC communication device.</p> <p>Our schools are wheelchair accessible from certain points (an old building which has been adapted) and we have disabled toilet facilities and a wet-room shower facility. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development.</p> <p>Daily opportunities for contact are provided at the end of the school day. If a longer conversation is felt necessary then a time can be made with the class teacher.</p> <p>Arrangements can be made to speak in more detail to the class teacher or SENDco by appointment.</p>

	<p>Our universal offer includes parents evening meetings where the progress of all children is reported to parents verbally three times per year and in writing through an Annual Pupil Report.</p> <p>Each child on the SEND register has a provision map which details the provision in place and is reviewed each term by the class teacher and SENDco. Parents of children with special educational needs are informed of the SEND provision, progress and next steps through parent review meetings.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENCo to review progress and complete the annual reviews. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals and how well they are doing.</p>
<p>How do we consult with children with SEND and involve them in their education?</p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, teaching assistants and school leaders are always available to listen to children’s opinions, questions and points of view. The SENDco spends time with individuals to gain their thoughts as part of the annual review.</p> <p>Regular check-ins for vulnerable pupils are undertaken by the class teacher.</p>
<p>What are the school’s arrangements for handling complaints from parents of children with SEND about provision?</p>	<p>If a parent of a child with special educational needs has a concern regarding their child’s provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the SENDco where necessary. A parent is also free to contact the SENDco directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Miss Hirst is the Special Educational Needs Coordinator (SENDco). If you have any concerns regarding your child’s learning, she can be contacted by email or an appointment can be made to see her through our admin team.</p> <p>If you would like to make a complaint, then please follow the Federations Complaints Policy which is available on the school website.</p>
<p>How do we involve outside agencies in meeting children’s SEND and supporting their families?</p>	<p>We work closely with outside agencies through health services, Early Help and the Local Authority service request advice and further assessments to support individual children as well as to provide staff training. Outside agencies contribute to staff’s professional development by delivering training on specific programmes of intervention, for example Dyslexia, Precision Teaching, Autism, PiPs. As well as seeking advice on strategies for supporting children with identified difficulties.</p> <p>When involving other agencies Parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>

<p>How will children be supported when moving to a new class or when joining or leaving the Federation?</p>	<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p>On entry:-</p> <ul style="list-style-type: none"> • A planned programme of visits for pupils starting Nursery. Additional visits are arranged if needed Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine • The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If pupils are transferring from another school, the previous school records will be requested immediately. • Enhanced transition meetings may take place if the child has additional support from the Early Years Inclusion Service. <p>Transition to the next class/Key stage</p> <ul style="list-style-type: none"> • The current teacher completes a transition meeting with the new class teacher. • Historically, a transition morning is arranged to give pupils a chance to experience their new class before the new academic year starts. We know that early identification of possible problems is more beneficial to both the child and the teacher and these need to be addressed as early as possible. • New class teachers will be invited to TAM, Annual Reviews and EHAT meetings in the Summer term with the permission of pupils and parents. • Bespoke transition plans will be put into place if required. This may be additional visits to the classroom when no one is in there, spending time playing games with the new class teacher or a transition booklet. <p>Transition to a new school in Year 6</p> <ul style="list-style-type: none"> • Transition days are generally arranged for pupils with SEN depending on need. • The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice. • Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered. • Accompanied visits to other providers may be arranged as appropriate, depending on the secondary school's COVID 19 risk assessment.
<p>Where can I find out more information regarding on the services available for children with</p>	<p>The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs & Disabilities (SEND) aged 0-25. This is the Local Offer.</p> <p>Devon Education and Families Local Offer contains a directory of services available. The link below will take you to the Devon Local Offer.</p> <p>https://www.devon.gov.uk/education-and-families/send-local-offer/</p>

special educational needs or disabilities?	<p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf</p>
Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	<p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need working with the SENDco as necessary. • Planning the provision maps based on the small steps of progress needed for success and sharing and reviewing these with parents at least once a term. • Personalised high quality teaching of your child • Ensuring that the School's Information report and SEND policy is followed in their classroom for all pupils with SEND <p>The SENDco is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the Schools SEND Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: <ul style="list-style-type: none"> I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing • liaising with all other professionals who may be coming in to school to support your child • Updating the schools SEND Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress. <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for pupil's with SEND. • The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure the necessary support is given for any child with SEND that attends the school.

Impact

What has gone well this year?

- All SEND pupils are accessing an ambitious curriculum and are fully involved in the wider school community and day to day practices.
- We continue to invest in specific training for TA staff and as a result we are building our capacity to deliver effective interventions, such as speech and language to reduce the impact of speech and language and communication needs on learning and attainment

- We are developing strong links with the other schools in our academy trust which is enabling us to share good practice and improve our offer of support for pupils with SEND. For example, the recent appointment of 2 speech and language assistants