

SEND INFORMATION REPORT



The purpose of this document is to provide an information report fulfilling the requirements set out in the SEND Code Of Practice as detailed below.

Under the new Special Educational Needs and Disability Code of Practice (Department for Education, Department of Health, 2014) schools and settings are required to produce a SEN Information report. This needs to be published on the school's website, kept up-to-date- with changes and revised at least annually. This document was updated 04/09/2023.

If you need more information or a different format, phone 01271 373979 or email admin@fremingtonprimary.org

Regulation Information: Children and Families Act: SEND Code of Practice Regulations, 2015 PART 3 Duties on schools Regulations 51-52

SEND information report:

Prescribed information that must be included in SEN information report

Regulation 51

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the blue boxes:

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

- Fremington Primary School is a mainstream primary school with a nursery, educating 385 children from 3-11 years (September 2023).
- Our school aims to be an inclusive school; this means that equality of opportunity must be a reality for our children. We have a responsibility to provide a broad and balanced curriculum for all pupils, providing effective learning opportunities with relevant and appropriately challenging work at each key stage. We respond to the diverse needs of our children, supporting them to access and participate in all areas of school life.
- We ensure there is appropriate provision for pupils with a wide range of needs including:
 - Cognition and Learning (CL)
 - Communication and Interaction (CI)
 - Social, Emotional and Mental Health Difficulties (SEMH)
 - Sensory and/or Physical Needs (SP)

The Inclusion Policy details that we will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

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.

As part of the Tarka Learning Partnership, Fremington Primary School subscribes to the TLP's 'Inclusion Policy' which details the definition of SEND in section 4.2:

4.2 Special Educational Needs and Disabilities

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

"A student or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The definition of disability in the Equality Act (2010) states that students have '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes students with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Areas of Need:

There are four broad areas of need:

- Communication and Interaction
- Physical and Sensory
- Cognition and Learning
- Social, Emotional and Mental Health difficulties

The 'School SEND Strategy and Guidance Document' sits underneath the Tarka Learning Partnership's Inclusion Policy and details the identification and assessment of pupils with special educational needs.

o Early identification and assessment - As a school, we know that early identification and rapid intervention is vital. For this reason, we aim to have all SEND identified by Key Stage 1. In addition to the statutory Reception Baseline Assessment, all reception children are screened for speech and language - where intervention is required, this happens quickly. Phonics and reading is almost continually assessed and children move fluidly between groups - accessing catch up programmes where necessary.

It is the responsibility of the class teacher to liaise with parents and the SENDCo to discuss any possible identification of special educational needs. The Devon Graduated Response Tool is used to support identification of SEND. Class teachers use this as a reference tool, and to track any individual's against an externally verified 'profile'.

Where appropriate, referrals to specialist external agencies support the school in effectively assessing and understanding the needs of all our learners. Advice from fellow professionals is shared with teaching staff and parent/carers to ensure everyone involved in the child's development understands the needs present.

Identification flow chart

Teacher/Caregiver raises concerns about potential SEND - raises with SENDCO

Short period of internal monitoring - may be made up of observation, pupil voice, discussion with caregivers, and consultation with previous teachers.

Graduated Response Tool used to assess, plan, do, review any actions.

Decision whether to place on SEND list as 'SEN support' will be made between SENDCO, parents and teaching staff.

Create Individual Learning Plan

If after these steps a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers may make a referral for external specialist support. This may be through requesting the advice of specialist teams (Dyslexia Advisory Team, Communication and Interaction Team, Occupational Therapy etc), or by requesting an Educational Health Care Plan through the Devon County Council 0-25 team.

An EHCP is for children and young people who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs.

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

a) how the school evaluates the effectiveness of its provision for such pupils;

The SENCO and the wider Senior Leadership Team are continually reviewing the quality of provision for all pupils. The SENDCO ensures focus on SEND pupils and reports on this in the following ways:

- The SENCO completes and reviews a **Self-SEND Review** with the Head Teacher and/ or Deputy Head and TLP Inclusion Lead annually.
- The SENCO completes termly the **SEND Dashboard** profile data that is tracked and monitored by the TLP Inclusion Lead.
- The SENCO raises any concerns about the effectiveness of provision for SEND pupils weekly at the Senior Leadership Team meetings.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

All pupils are assessed each term and teachers complete monitoring where attainment is recorded and reflected on by the senior leadership team.

Pupil progress meetings between teachers and senior leaders allow discussion about individuals and trends across the cohort. These discussions inform future targets and planning for the future. Progress is monitored by phase leaders and discussed with senior leadership to tackle areas which need development.

Fremington Primary School will complete an Inclusion 'Dashboard' to report a range of data to Tarka Learning Partnership once a term. This information will be analysed and trends and patterns reported to Trustees. The Trust Director for Inclusion & Safeguarding (DIS) will review and monitor schools' inclusive practice at least once a year through a review process, using the review tool. Schools will be judged once a year against the Tarka Standards for Inclusion.

As part of each termly school review SEND and inclusion will be assessed in terms of impact and progress on children and young people. Outcomes of these reviews will be reported to Trustees.

Provision Maps will be used to monitor and record the impact of any provisions which are delivered in addition to Quality First Teaching.

The following table illustrates the different frequency of assessing and reviewing progress that happens depending on whether a pupil is identified as SEN support or SEN EHCP.

Type of Monitoring	All students	SEN Support	SEN EHCP
Assessment and monitoring each term (3 annually)	✓	✓	✓
Individual Learning Plan review each term (3 annually)		✓	✓
Formalised Annual Review			✓

c) The school's approach to teaching pupils with special educational needs;

The SEND Code of Practice 2015 emphasises that all teachers are responsible for high quality teaching for all pupils with SEN. This is reflected in our 'School SEND Strategy and Guidance' document which states that:

If a child is identified as having a special educational need then the teacher will agree (in consultation with the SENDCo, caregiver and the pupil) any adjustments, interventions and support to be put in place. The teacher will also consider the expected impact on progress, development or behaviour, and provide a clear date for review. This happens via an Individual Learning Plan or an ILP. These documents are updated each term, giving three opportunities per year for teachers and caregivers to meet and discuss progress. ILPs should be 'live' documents to support progress and we encourage staff to annotate them and reflect on their impact.

All teachers are teachers of SEND, we want to expose all our students to Quality First Teaching as well as any other provisions decided upon in the identification process.

Below is a list of some of the provisions SEND learners can access where relevant to their needs.

- **Quality First Teaching** - This is the school's biggest tool in meeting learners' needs and the thing we spend the most money on. Quality assurance of teaching and learning happens through learning walks, observations and book scrutiny - Phase leaders and Senior Leaders are responsible for ensuring Quality First Teaching for all.
- **Adaptive Teaching Strategies** - PDM and Inset provides opportunities to share practise about how we adapt teaching to suit the needs of SEN learners - examples include: adapting language; questioning; stimulus choice; chunking; providing visuals; scaffolds; and effective use of teaching assistant.
- **Differentiated Curriculum** - for those students working outside the age related expectations a more differentiated curriculum will be needed to meet the learner where they are currently and provide next steps for progress.
- **Teaching Assistants** working with Teachers to maximise impact - deployed in class aiming for a helicopter approach by checking in with pupils and giving them opportunities for independence and support. 'Velcro' 1:1 use of teaching assistant can lead to learned helplessness.
- **Interventions** are chosen because they are evidence based. They are delivered for a specific timescale and the impact is reviewed.

The school makes appropriate use of the resources in our delegated budget to support children and young people with additional needs.

- The school will direct additional teaching assistant support into the Early Years and Key Stage 1 to support additional needs at an early stage. This supports early identification of a pupil's lack of adequate progress and an ability to respond and review individual needs. Some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. We use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based. In the early years and Key Stage 1, the intervention that may be offered could be additional, smaller group work for fine motor skills, phonics, literacy and maths, speech and language support and Thrive. This intervention may be planned and taught by a teacher or teaching assistant.
- In Key Stage 2 there will be teaching assistants in the class that will be supporting and teaching children with identified SEN. The way in which the school spends its resources on additional teachers and using teaching assistants to support teaching within the mainstream class (EY, KS1 and KS2), allows children to access first quality teaching, encourages independent learning and allows the school to use staff flexibly to meet the needs of each cohort

d) How the school adapts the curriculum and learning environment for pupils with special educational need

- The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2015) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.

Some of the ways in which we provide a highly inclusive curriculum and learning environment are:

- ensuring staff have opportunities for relevant continued professional development relating to SEND
- highly inclusive and supportive learning environment
- teachers planning with **differentiated and personalised learning opportunities** that allow access and success but ensure challenge
- providing **visual timetables, writing frames, using mind maps**
- responding to outside agency advice and providing **specialised resources** where required, for example, move and sit cushions, handwriting boards, technology for support with writing
- **focused teaching opportunities** within a smaller group

The school is compliant with the Equality Act 2010 and Accessibility legislation. We will make “reasonable adjustments” to allow fair access for all users of the school, to date some of these adjustments have included:

- Most of the school is accessible for wheelchair users. There is a disabled toilet facility for pupils and visitors to the school. We continue to focus on developing our accessibility and the schools’ accessibility plan. We work closely with the trust and OT advisors to ensure environmental adaptations are planned in advance where required.
- Provision of specialist equipment for individual pupils has involved equipment that supports pupils with hearing impairments, physical disabilities, complex learning and communication needs, and specific learning disabilities.
- Liaison with the Occupational Therapy and Physiotherapy Team and equipment given to the school and some items purchased
- Liaison with the DCC Advisory Teacher for Physical Difficulties to ensure children access extra-curricular opportunities and the PE curriculum including swimming
- Liaison with all medical and health professionals including, school nurse, community nurses, CAMHS, physiotherapists, occupational therapists, speech therapists for advice relating to access to the mainstream curriculum
- Referrals to outreach staff at Pathfield School and Lampard Community School for specialist teaching resources and pupil observations.

e) Additional support for learning that is available to pupils with special educational needs;

How is the decision made about the type and how much support my child will receive?

- Where pupils have an Individual Learning Plan and/or EHCP this will detail the additional support available.
- Decisions made about additional support are based upon the ‘assess, plan, do, review’ cycle of the graduated response for SEN support (Code of Practice 2015, SEND Policy). This involves parents and pupils and they can contribute to this process with teachers, the SENCo and outside agencies if relevant, through the Individual Learning Plan reviews which happen each term.

Funding sources:

- Element 1- funding for all pupils (this is set nationally by a child’s age but is then allocated by Local Authority formulas)
- Element 2- funding for the school based upon the Local Authority formula for LCHI (Low Cost High Incidence SEN - AEN funding based on FMS6, IDACI & Prior attainment factors)
- Element 3- funding for EHCPs and additional Funding for medical needs.

f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

- The SENCo and Headteacher are responsible for ensuring that the school carries out its duties under the Equality Act 2010.
- All pupils with SEN will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.
- For extra-curricular activities, the member of staff responsible for the planned club, trip or residential will complete a risk assessment for the organised activity and as part of this plan, will identify children with SEN that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given. During this planning, the member of staff responsible will liaise with parents, child's teacher, and SENCo if specialist provision is to be made.
- The school provides a high level of staffing at break and lunchtimes to ensure pupils with social and emotional vulnerabilities are supported to engage with their peers or are given the option to, if they chose to do so. Some pupils prefer to spend time alone, playing alongside or on the outskirts of the playground as this is relaxing for them; these pupils are always identified and monitored to ensure this is the best provision for them. The SENCO and teachers liaise with the Meal Time Supervisor and with the Teaching Assistants and Meal Time Assistants that support children with SEN. The Teachers and SENCo provide information on Children with Additional Needs to all staff members throughout the term so that all staff are aware of children with SEN and healthcare needs across the school. There is also a Games Club for each Key Stage at lunchtimes where staff model social skills for those who require additional support during unstructured times.
- Children with SEND are actively encouraged to contribute to all parts of school life - there are many examples within school where children with SEND have represented the school in PE events, music and theatre show events, taken on roles of responsibility. The school staff support, encourage and expect children with SEND to contribute to all parts of school life.

g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs

- Teachers are responsible for the day to day care of all pupils in their care. If the wellbeing of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless the concern is a safeguarding concern that may put the pupil in danger.
- If there is a child protection concern raised about a child then the Designated Safeguarding Lead or Deputy, will act upon the concern following the school's Child Protection and Safeguarding Policy.
- Pupils can talk to any member of staff they are comfortable with about an emotional, mental health or social problem they may have. The children have regular assemblies and PSHE lessons on looking after their well-being and strategies given for taking care of themselves with the support from others.
- The school has a Mental Health Support Practitioner as part of the MHST programme which is led by Chhidrens and Family Health Devon. The service works in school to provide emotional, social and mental health support for staff, pupils and families. Support is not limited to a specific category and can arise out of a need that often pupils or families will approach the school with and ask for guidance, advice, support and to work in partnership with the school to support their child/children.

- The school has an Early Help co-ordinator who leads on offering help and support to pupils and families through the Right for children process of multi-agency working with families.
- Where appropriate the SENCO and Early help Lead practitioner can refer to further services, for example CAMHS, Rights for Children, Family Intervention worker, Action for children, Educational Psychologist.
- The school's Behaviour Policy and Anti-Bullying Policy provide further information on pastoral care in school.

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

What are the contact details for the school's SENCo?

Mrs Faye Sluman is the school SENCO and can be contacted on the school's telephone (01271 373979) or email senco@fremingtonprimary.org

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.

- School staff have a rolling programme of training relating to SEND and the School Improvement Plan priorities; a recent focus has been on the use of a Graduated Response and Individual Learning Plan target setting.
- The school will access specialist expertise for the following reasons:
 - advisory services and outside agencies when it is appropriate to seek further advice;
 - requesting assessment to identify barriers to learning and the nature of a pupil's needs.

The following services and agencies are accessed by the school:

- 0-25 SEN Team
- Integrated Children's Services, Children and Families Health Devon- Speech and Language, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS)
- Devon County Council (DCC) SEN support services, including the Educational Psychology Service, Educational Welfare Service, Deaf and Hearing Impairment, Visual Impairment, Physical Difficulties, ICT and SEN, Social Emotional and Mental Health Team, Communication and Interaction Team, Specialist Teacher for Specific Learning Difficulties
- Pathfield School and Lampard Community School Outreach Service
- School Health Service and Health Visitor Team
- North Devon District Hospital: Paediatrician, Orthoptist
- Speech and Language Service
- Occupational and Physiotherapy Service
- Families in Grief (FiG)
- Early Help Team
- Early Years Consultant, Portage and Children's Centres
- Child and Adolescent Mental Health Service (CAMHS)
- Family intervention service
- Multi Agency Safeguarding Hub (MASH)
- Social Care, Civic Centre, Barnstaple
- North Devon Against Domestic Abuse Service with outreach services from SPLITZ and Domestic Abuse Counselling Service
- Police Community Support Officers

- TLP Psychology service
- Educational welfare
- EAL Support Team
- Inspire Southwest
- Apple Tree Therapy Farm
- Mental Health Support Team
- Family Compass
- Virtual School/ Devon Inclusion Team

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

- The school environment has been audited with a view to making it low stimulus in terms of auditory and visual stimuli. Classroom displays which act as an aide to learning have neutral backing to maintain focus on the learning material.
- Classrooms aim to be clutter free to minimise distractions and create a comfortable environment. Calm or cosy corners provide a 'safe' space within the room when needed.
- The school building is mostly accessible for wheelchair users, with ramps to access some classrooms as well as a disabled toilet for pupils and visitors. The school has visits from OT, PT and the physical difficulties team and school make the necessary adjustments to ensure children can access the school day.

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

How are parents involved in the school? How can I get involved? Who can I contact for further information?

Parents are invited to be involved in the school in a variety of ways:

- attending parent consultations
- attending their child's class for open days and events such as meet the teacher
- volunteering in school- listening to readers, being invited in as speakers for a specialist area or area of interest to them that links to the curriculum
- supporting pupils on trips and activities within school
- being a member of the PTFA and supporting events in school, for example the school discos and summer fayre

If you would like to get involved further with school life contact the school office and they will put you in touch with the right people.

- Parents of children with SEND will also be invited to create/review the child's ILP (individual learning plan), this will happen three times per academic year.
- Parents of children with an EHCP will be invited to review the plan annually (in addition to all of the above).

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

- Children attend meetings when appropriate or have an advocate for them at a meeting, depending on the meeting and the age of the child; for example at meetings for Individual Learning Plans and annual reviews the child may share their views with a chosen member of staff, teaching assistant or class teacher to represent them at the meeting.
- There are various ways in which children's views are collected within school including: pupil voice in school; school council, questionnaires, SEND consultation.

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.

- In the first instance, parents should ask to meet with their child's teacher or the school SENCO. If the matter is not resolved they can ask to meet with the Head Teacher. Following this, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.
- If there continues to be disagreement with regard to SEND provision, if this matter relates to an issue outside of the school's regulation please consult with school staff so that they can refer the concern to the relevant body e.g. Local Authority, Devon Information Advice and Support for SEND.

10. How the Tarka Learning Partnership 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.

There are a variety of ways in which the Tarka Learning Partnership (TLP) body meets the needs of pupils with SEND:

- Commissioning services for the School - for example Educational Psychology, SEMH Support Service.
- Reviewing the effectiveness of the service delivered on an annual basis.
- There is a nominated Trustee for SEND.
- The TLP is part of the recruitment and appointment of the SENCO.
- The TLP oversees the School Improvement Plan which refers to training planned for staff relating to SEND.
- The Trustees have opportunities to review policies, including the SEND Policy, SEN Information Report and Disability Equality Policy and Scheme.

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.

- At parent meetings in school, through meetings with the SENDCO or Early Help Lead, parents are signposted to agencies that can offer support for families.
- On the school website there is information for parents, including information on Devon Information Advice and Support for SEND devonias@devon.gov.uk

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.

- Transition arrangements are established with local providers to support children joining and leaving the school. For example: In the early years staff visit feeder pre-schools to make extra transition provision for children with SEND, mental health, medical needs etc.
- Internal transitions are supported by time spent with the next teacher, this year 3 sessions were held internally in the final three weeks of the summer term.
- Children joining Reception were included in these transition sessions before their starting date. The SENCO attends early years' induction meetings and attends some Team around the Family (TAF) meetings so parents can share any concerns they may have.
- In year 6, all children have opportunities to visit their new school; the secondary staff also visit the children at our school, often bringing old pupils to talk to them about their experiences. Children can spend a morning visiting their new school with their parents.

Children with additional needs have the opportunity to be a part of a nurture group, having more visits to their new school and with staff from their new setting.

- For vulnerable pupils transferring to Park School, they attend a transition group for six weeks to help support them in their strengths for secondary school and also to allow them an opportunity to address any concerns or anxieties. Children are identified for the group by staff, parents or self-referral. This work continues into year 7 when the same Park member of staff meets with the children as necessary to smooth their transition. For other secondary schools, Pilton Community College, South Molton Community College, West Buckland or another setting, the SENCOs from transitioning schools work together to offer a personalised plan of transition, where it is required.
- The SENCO liaises with the relevant secondary school SENCO (Lampard Community School, Pathfield School) and parents, for children with complex SEND. SENCOs are invited to annual reviews from year 5 and if the child does not have a Statement/Education Health and Care Plan then the SENCO will discuss with parents and agree if a transition meeting should be held with the secondary SENCO. Children are given additional visits and a personalised programme of transition to meet their needs, in liaison with the secondary SENCO.
- For mid entry transitions, if a child has complex SEND, the SENCO invites parents to an initial meeting to discuss the transition information shared from the previous school and the parent's views of their child's educational progress and SEND.

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

The Devon Local Offer's website is published at:

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