

# SEND PARENT GUIDE AND INFORMATION



The purpose of this document is to provide advice and guidance to parents of children who attend our school. This guide is particularly focussed on if your child has special educational needs or if you think they might.

## **About our 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)

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.

## **What we mean when we talk about Special Educational Needs**

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

**How will I know if my child has SEN?**

If you think that your child has “significantly greater difficulty learning than their peers”, or a “physical or mental impairment” please talk to us. We know that it can be an anxious time and we are here to support you. Together we can explore if your child may need something that is “different or additional” to our curriculum.

Equally, if we think your child may have a Special Educational Need, we will contact you at the earliest opportunity to discuss the needs we have identified in school.

There are a number of assessments that happen very early in a child’s school life which help us to identify needs. The following scheduled assessments are separate from the curriculum but also help us to identify at an early stage where an educational need exists for our students.

<p><b>Reception Baseline Assessment</b> - Statutory activity Based Assessment of starting points in language, communication and literacy, and mathematics.</p>	<p>All students  Completed in first half term of R</p>
<p><b>Speech and Language Link Screenings</b> - Internal screening which identifies speech and language needs</p>	<p>All students  Completed in first term of R</p>
<p><b>Phonics Screening Check</b> - Statutory check to identify if students meet the expected standard and to identify who should continue to receive support in phonics</p>	<p>All students  Completed in last term of Yr 1</p>

The following assessments help us to understand a child’s specific needs when we think they may have a special educational need:

<p><b>Dyslexia Screening Test</b> - Internal screening to identify if dyslexia may be a specific learning difficulty.</p>	<p>Students referred to</p>
---	-----------------------------

	SENDCO
Graduated Response Tool used to assess, plan, do, review any actions	Students referred to SENDCO

**My child has a Special Educational Need - how will you help them?**

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. This may be as simple as:

- using a now/next board to help your child focus and stay on track
- giving your child access to different resources
- breaking down or chunking the instructions for your child and giving visual supports
- pairing your child with specific peers
- allowing your child time for a sensory break
- allowing your child a physical input
- adapting the language used for direction/questioning
- adjusting the amount of time given for task completion
- providing your child with a model/example to work from
- support at break or lunch time
- a physical support (pen grip/reading guide/ear defenders/wobble cushion etc)

**How will we know if the support is helping?**

Your child’s teacher will also consider the expected impact on progress, development or behaviour, and provide a clear date for review. This will happen via an **Individual Learning Plan or an ILP**. An ILP is a document which considers the pupil’s needs and their ‘voice’ it is a place to record targets and steps to achieve them with the support needed. An ILP is updated each term, giving three opportunities per year for teachers and caregivers to meet (with the child present too) and discuss progress.

For most SEN students having an **ILP** and some adaptations to the way they are taught will enable them to make progress.

**Further support is needed, how will that happen?**

However, 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 or Educational Health Care Plan** is for children and young people who need the highest level of support, often more than is available through the school’s resources. EHCPs identify educational, health and social needs and set out exactly what additional support should be provided to meet those needs. Very few children will be awarded an EHCP -nationally only 4.3% of students have one.

In England this year (2023) the percentage of students who are classed as being SEN support/SEN without an EHC plan sits at 13.0%. The percentage

of students classed as SEN with an EHC plan sits at 4.3%. This includes all state-funded nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools.

Should the school decide to apply for an **EHC needs assessment** (where the 0-25 Devon County Council team decide whether to issue a plan) you will be involved in the process at each stage. You will be able to reflect your knowledge of your child's needs. The school will need to submit evidence of something called the **Graduated Response Tool**, this is a way of working which supports decision making about your child's provision - it follows the cycle: assess, plan, do, review - this ensures the school are:

**Assess** - working out your child's needs and specifically what they need help and support with

**Plan** - planning the support provided by school and other professionals

**Do** - giving the planned support in school. Your child will need enough time to adapt and see if it works.

**Review** - regularly discuss whether the support is making a difference and if the plan needs to change.

If the 0-25 team decide to issue an **EHCP** they will draw up a plan which explains:

- Your child's special educational needs (needs)
- What support they need (provision)
- The difference that support should make (outcomes)







The plan will be reviewed annually (between you, the SENDCO, and often the child's teacher). It may be appropriate to include your child in the review or to collect their views and reflect them in the review process. The review is then submitted to the 0-25 team who will decide whether to:

- maintain the plan (keep the plan in place as it is)
- amend the plan (change the provision and/or outcomes)
- cease the plan (no longer needed moving forward).

### **How will you check my child's progress?**

All students are assessed and monitored each term, in addition SEN support students will have an ILP review each term. On top of this, students with an EHCP will have a formal

annual review.

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			

**Will my child be able to access all areas of school life?**

- 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 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.

### **Where does the school seek advice or specialist expertise from?**

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 #

The Devon Local Offer's website is published at:

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

### **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](mailto:senco@fremingtonprimary.org)

### **There's something I am not happy about. What should I do?**

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.

### **How are parents/carers involved in the school community?**

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).

### **How does Tarka Learning Partnership help SEND pupils at Fremington?**

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 Inclusion Policy, School SEND Strategy and Guidance, SEN Information Report and Disability Equality Policy and Scheme.

### **Where else can I get support?**

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.

Devon Information Advice and Support for SEND [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)