

TIPTON ST JOHN CHURCH OF ENGLAND PRIMARY SCHOOL SEN OFFER

SEND INFORMATION REPORT 2019-2020

SENDCo: Miss Ruth Ingrouille

SENDCo: Mr Colin Butler

Lead Governor for Inclusion: Mr John Sherwood

<p>What kinds of Special Educational needs does Tipton St John C of E Primary make provision for?</p>	<p>Tipton St John C of E Primary is a Voluntary Aided Church School.</p> <p>‘We value the individuality of all of our children in a Christian atmosphere. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.’ (Otter Valley Inclusion Policy).</p> <p>Under the SEND Code of Practice 2014, children identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:</p> <p><i>Cognition and Learning;</i></p> <p>Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.</p> <p>Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Cognition and Learning needs include:</p> <ul style="list-style-type: none">• Specific learning difficulties (SpLD)• Moderate learning difficulties (MLD)• Severe learning difficulties (SLD), and• Profound and multiple learning difficulties (PMLD) <p><i>Social, Emotional and Mental Health Difficulties</i></p> <p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p>
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	<p>Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>Social, Emotional and Mental Health Difficulties include:</p> <ul style="list-style-type: none"> • ADD • ADHD • Attachment Disorder <p>Communication and Interaction needs</p> <p>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.</p> <p>The profile for each child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger’s Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p>Communication and Interaction needs include:</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLCN) • Autism (including Asperger Syndrome) <p>Sensory and/or Physical needs</p> <p>Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>Sensory and/or physical needs include:</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI – including Deaf and hearing impairment) • Multi-sensory impairment (MSI - sometimes referred to as Deafblind) • Physical disability (PD).
<p>How would Tipton St John C of E Primary identify and assess my child’s special Educational needs?</p> <p>How will they ensure the correct support is made available?</p>	<p>If your child is showing signs of difficulty or are not making progress academically and/or socially, they will be assessed through a variety of observations, class-based assessments and diagnostic assessment. You will also be consulted to see if any changes or difficulties have been noticed or have occurred at home.</p> <p>The school will work closely with external agencies to ensure early identification and further provision is pinpointed to support your child’s needs.</p> <p>If your child is identified as having a Special Educational Need will be put on a SEND register and will have an IEP (Individual Education Plan). This will give targets agreed between your child and teacher (alongside information for outside agencies where applicable) to work on. We believe that a child friendly format is important for the children to understand their needs and have choices about how these are supported.</p>

	<p>Children who are of any SEND concern but not at the point of needing an IEP will be put on the WATCH list. This will be used to start to build a picture of any issues that are beginning to show themselves and to add extra support in school where necessary.</p> <p>IEPs are reviewed termly, but can be reviewed at any point that your child makes sufficient progress towards the targets, or where more assessment has been needed to support their needs. In addition your child will be observed and progress noted. Your child will be assessed against their own prior learning as well as national age-related expectations.</p> <p>If there is concern that your child needs more detailed support with involvement from multiple outside agencies, and particularly if extra funding were to be needed to support them, a Devon Assessment Framework (DAF) would be started. This consists of different sections; the first a DAF 1 will be completed by health visitors as each child is born in Devon (those currently without one can have it started at the same time as the other DAF paperwork by parents and school). The second is a DAF2a (My Plan), which will be initiated at a Team Around the Family (TAF) meeting. This section is designed to gather more information and look at each specific area of support needed to ensure all that can be done is done to support your child. Relevant outside agencies will be invited and parents and children will give their views. Targets and actions will be agreed and these will be reviewed at termly TAF meetings.</p> <p>Should your child have more complex needs that require more support than the DAF can give, then an Education Health and Care Plan (EHCP) will be requested from the Local Authority.</p> <p>All DAF information is shared between multiple agencies with parents' consent.</p> <p>The statement or EHCP will be reviewed annually with parents and any relevant outside agencies, in line with the 0-25 Team Guidelines.</p>
<p>How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>We have a robust system of reviewing our provision each term: Teachers meet with the Head of School to review progress towards IEP / EHCP targets, to discuss individual pupil achievement and progress data.</p> <p>A SEND Audit is completed each year for Devon County to improve the quality of provision for all children. This identifies training needs for staff and next steps for improving our provision at Tipton St John School.</p> <p>The Lead Governor for Inclusion also meets with the Head of School at the start of every term to scrutinise the provision for SEND and progress and report back to the Full Governing Board.</p>
<p>How do I know how well my child is doing at school?</p>	<p>Teachers will meet with parents each term to hold a structured conversation and to discuss targets for your child, as set out in the IEP or EHCP. This may be through individual meetings, such as TAF or Parents' Evening or by telephone as necessary.</p> <p>There is also an open-door policy for you to discuss your child's needs at any point in the year, and we encourage parents to ask questions and initiate discussions.</p> <p>If your child has an EHCP we will also discuss progress and expectations in an Annual Review for your child.</p> <p>In addition, all parents will receive an interim report and a full report once a year.</p>
<p>How will the staff adapt lessons and the curriculum</p>	<p>Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and independent as</p>

<p>to support my child?</p>	<p>possible in an environment that promotes positive learning experiences. HLTAs (Higher level Teaching Assistant) and TAs (Teaching Assistant) work alongside teachers to support children with SEND individually or in small groups and to facilitate the class teacher working with children with SEND.</p> <p>All planning, both, medium term and short term is highly differentiated within each class for all children in the school. Children with a special need may be taught 1:1 or in small groups or may have a booster session that will help to underpin or support their specific needs so they can access every learning opportunity. All staff are trained to consider the specific needs of each individual and to enhance their access to the national curriculum and all learning opportunities in a way that is suitable to their needs.</p> <p>School staff are supported by the SENDCo, Speech and Language Therapists, Educational Psychologists, School and Community nurses, Communication and Interaction Team, Behaviour Support Team, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS – Child and Adolescent Mental Health Services, and specialist teacher advisors (maths and English) where and when appropriate. These will be accessed when children with SEND are consistently not making expected progress or their needs are not specifically identified but a concern is in place.</p>
<p>How will my child be included in activities outside the school curriculum including trips?</p>	<p>Your child will the opportunity to access all educational opportunities outside the school including sporting events, trips and residential. Provision is again highly differentiated within the planning, and your child’s needs and concerns will be discussed with you as necessary and considered on a risk assessment.</p>
<p>What support is there for my child’s overall well-being?</p>	<p>We have a robust safeguarding policy and protocol in place. Medical needs are managed with support from specifically trained external staff and all staff regularly undergo training e.g. in the use of epi-pens.</p> <p>Within school we have staff trained in emotional development, which is undertaken as a whole class within PSHE and on an individual basis if necessary; this includes daily support for every child’s emotional understanding. and adjustments to support and targets are adapted accordingly. If your child is identified as needing a 1:1 program of support / Behaviour Plan, you will be informed and asked to give consent.</p> <p>We also work closely with CAMHS (Child and Adolescent Mental Health Services) if your child needs a further level of support.</p>
<p>What training is provided for staff supporting children and young people with SEN?</p>	<p>Ongoing professional development is key to ensuring staff remain updated and skilled. All of our teachers are fully qualified and all staff are involved in Dyslexia training and support from the SENDCo and external agencies to ensure specific needs are met.</p> <p>Ruth Ingrouille is SENDCo, and is available to talk to parents at any time. She leads on monitoring your child’s needs, and SEN provision and process.</p> <p>Mrs Strawbridge has The National SENDCo Award and a wide range of additional training for identifying and supporting specific needs including working on a Masters Degree in Special Needs with particular focus on the Autistic Spectrum and Dyslexia. If the need arises, Mrs Strawbridge is available to observe your child’s learning and offer advice on strategies.</p>
<p>How accessible is Tipton St John C of E Primary?</p>	<p>Our school is built on a split site with an intervening road. The site is at many levels with a large number of steps. There is one classroom that has wheel chair access. For children with hearing impairments, we have Soundfield facilities available in two of our four classrooms.</p>
<p>How are parents involved in the school?</p> <p>How do parents and children get involved in their education?</p>	<p>All teachers are happy to answer questions you may have about the day to day organisation of the class. Near the end of each term, there is a Parents’ Evening.</p> <p>You may also arrange and individual meeting at any time via the school office.</p> <p>Near the beginning of terms, there will also be chance to discuss your child’s IEP, looking at their specific targets.</p>

<p>How can you get involved and who should you contact?</p>	<p>There will be regular TAF (Team Around The Family) meetings, if applicable, where external agencies can offer further support and advice.</p> <p>If your child has an EHCP, you will also attend and Annual Review Meeting.</p> <p>There are many other ways in which you can be involved in school life:</p> <ul style="list-style-type: none"> • Supporting your child with homework; • Knowing your child’s targets and helping them to achieve them. • Visiting school to view your child’s books or talk with the class teacher – open invitation! • Volunteering to help on school visits or with activities in school; • Running a school club to share your own interest or skill; • Supporting the PTA with fund raising events; <p>The PTA (Parents & Teachers Association) meets every half term to arrange social events and fund raising activities. You are very welcome to join that group.</p> <p>We also hold a Christmas Fayre, Summer Fete and put on a Christmas Play and other events to which you are warmly invited. For further information our website is regularly updated with upcoming events or alternatively please contact our school office.</p> <p>If you have any questions please chat to our administrator in the office or speak to your child’s class teacher or Miss Ingrouille, Head of School.</p>
<p>What do I do if I have a concern about the school provision?</p>	<p>In the first instance we encourage you to contact your child’s class teacher. If your concern is specifically SEND based do please contact the SENDCo, Miss Ruth Ingrouille.</p> <p>If you still have concerns then please contact the Executive Headteacher Mr Colin Butler. In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Mr Kevin Brandom.</p>
<p>What specialist services and expertise are available at or accessed by the school.</p>	<p>We work closely with the following to support your child’s needs: Speech and Language Therapists, Educational Psychologists, School and Community nurses, Communication and Interaction Team, Behaviour Support Team, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS – Child and Adolescent Mental Health Services, and specialist teacher advisors.</p>
<p>How do you prepare my child for joining your school or transferring to another school?</p>	<p>Through discussions with you, we can personalise the induction for your child if necessary. We will liaise with the receiving school and follow their transition process. We will enhance this with social stories, picture my class books and extra visits if necessary. We operate a buddy system and a specific adult to support your child’s transition into Tipton St John C of E Primary and will liaise with you about their needs while waiting for information from their previous school.</p> <p>Similarly, if your child is moving from Tipton St John to another setting, we will again work closely with you and the receiving school to predict, support and respond to your child’s needs.</p>
<p>Where can I get more information about services for my child?</p>	<p>The information in this report forms a part of Devon’s Local Offer which can be accessed at https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p> <p>Parents can also access information via DIAS (Devon Information, Advice & Support) https://www.devonias.org.uk/</p>

	<p>DIAS have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential.</p> <p>They can help you to:</p> <ul style="list-style-type: none">• Understand more about SEND support• Develop good relationships with professionals• Prepare well for meetings• Express yours and your child's views• Understand the paperwork
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