

Special Educational Needs & Disabilities (SEND) Information Report

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Introduction

The Devonshire Hill Nursery & Primary School is supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. As a school we are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met by making reasonable adjustments in a mainstream setting.

The LA Local Offer

The Children and Families Bill was enacted in September 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 children and young people with Special Educational Needs and/or Disabilities aged 0- 25. The LA refer to this as the 'Local Offer'.

You can access Haringey's local offer on the link below:

<https://www.haringey.gov.uk/children-and-families/local-offer>

What is the Special Education Needs Information Report?

Schools utilise the Local Offer to meet the needs of pupils with SEND as determined by school policy and the provision that the school is able to provide. Schools refer to this as **The Special Education Needs Information Report**.

Parent Consultation

Parents are consulted throughout the year, the school operates an open door policy for parents of children with Special Educational Needs and Disabilities. Parents of children with additional needs are communicated with regularly with regards to the additional support that their children receive, the impact and effectiveness of the interventions and programmes that have taken place. This is to monitor the progress that the child has made and to evaluate effectiveness.

Children who are recognised as having moderate learning difficulties are monitored by the

Assistant Head Teacher for Inclusion / SENCo and feedback is given to pupils and parents from interventions as and when they occur. Children who have medical needs will have meetings to create and review care plans and agree arrangements with the school in liaison and taking advice from the school nurse.

Pupil consultation/voice

We believe that pupil voice is an integral part of our school development. We encourage all children to believe in their own capacity, recognize what they are good at identify, as appropriate, where they need more support and what type of support would enable them to become more confident. We are ambitious in our expectations and our children respond to this. Pupil voice is very important within the school and children are encouraged to use these avenues to make their wishes known.

They include:

- Pupil voice in our pupil centered Annual reviews and Progress Review meetings for children with SEND.
- Where children may not be able to express their views personally, evidence, such as special books, iPad videos and photographs are used.
- We have used pupils' views to develop our transition programmes. Children are supported at transition points throughout their time in school. Year to year transition visits are planned and photographs and books are used to ease transition.
- Pupils feedback on their work/ lessons
- School council
- Pupil surveys

Reviewing progress

At Devonshire Hill we have high expectations of all pupils outcomes and progress. Children's progress and attainment is reviewed and analysed continuously to inform actions and interventions. This is part of the 'Plan-Do-Review cycle' as outlined in the SEND Code of Practice.

Along with termly parent meetings, the parents of children on the SEND Register will have SEND Progress Review meetings with teachers and the Assistant Head for Inclusion/SENCo. This is where discussions are held about the child's current progress towards their targets and to share current information about the child.

- ✓ Children receiving interventions are assessed each term.
- ✓ Children's progress within interventions is closely monitored to ensure progress is made and

that they are accessing the correct intervention.

- ✓ Children are supported to transfer skills from small group situations back into the classroom.
- ✓ Children are regularly assessed and their progress recorded in a range of ways. This includes the use of photos, film, special books.
- ✓ Lessons, planning, marking and resourcing is closely monitored as part of the wider monitoring cycle to ensure that all children are engaged in their learning and provided with the correct resources.
- ✓ Evaluating the effectiveness of our practice is always an important component. We moderate our practice and outcomes along with other similar schools and gather parental responses to ensure we are monitoring our continued impact.

Our approach to teaching

We believe that SEND teaching is excellent teaching and have very high standards for our pupils with SEND. It is a requirement of the school that all of our children experience good quality visuals, manipulatives and resources to ensure that learning is embedded and a rich and meaningful curriculum is accessed by all.

We have a clear whole school approach to teaching and supporting children. Teachers are knowledgeable about SEND and use this in their planning. Teachers are aware that to support children in their learning they will require different strategies and resources to be successful. All children access whole class learning. Some children then access additional targeted intervention in groups and 'one to one' sessions. All children have daily input from teachers. Those that have 'one to one' support receive a balance of teacher input and support from a suitably qualified Learning Support Assistant. We use a range of strategies/interventions such as:

- Visual supports and scaffolds
- Visual timetables
- Motor Skills United
- Dough Gym
- Differentiated phonics groups
- Sensory Physical Education
- Colourful Semantics
- Ipad and learning tools
- Talk Boost
- Language Link

- Memory Skills group
- Read, Write Inc. 1:1 (phonics programme)
- Attention Builder
- What's in the Box?

All staff are given relevant training both in and out of school. Learning Support Assistants are trained to a high standard in the area of speech, language and communication as it is a priority to secure expertise within the staff team. All staff access regular training based on SEND, both in-house and from specialist professionals.

Extra Curricular activities

We offer a large range of extra curricula activities that provide a wide range of experiences both academic and creative. We also offer a breakfast club, 'Early Birds' to support a good start to the learning day.

All children have access to regular educational visits that enable them to fully experience learning away from the school. Where SEND children may struggle in different environments, parents are invited to come along or, where appropriate, an extra staff member will accompany the group to ensure access and safety. This will be in full discussion with parents, risk assessed and in the best interests of the child.

We encourage our children with SEND to join in with all of the school's activities. We make reasonable adjustments in order to facilitate the attendance of our children with SEND on residential visits. We provide support and appropriate transport for all trips and visits.

Social and emotional support (Pastoral Team)

We ensure that all pupils in the school feel valued and have opportunities to express themselves. We believe it is essential to educate the school community about the diversity within the school and how this is our richest resource. We actively raise awareness about disability. This helps all children to develop an understanding of their peers who may have very complex needs.

Within the school we have a dedicated and experienced Pastoral Care Team. They passionately work with our children and families to ensure that children feel safe when in school and that there are no barriers to achieving personal success.

All children have access to the Pastoral Team. Alongside parents, teachers, and the Assistant

Head for Inclusion, they identify where a child may be having difficulties and provide targeted intervention and support. They may refer to outside agencies, such as Early Help, where needed in agreement with parents.

Children can and are encouraged to self-refer to the Pastoral Team.

Outside Professionals & Multi Agency Work

We run social skills groups and language groups to support children with their emotional needs and communication needs. A Speech and Language Therapist comes into the school weekly to deliver social communication and speech and language interventions. They train teachers and support staff so that identified children are delivered a programme at least three times per week. We work with outside agencies such as;

- ✓ Trailblazers
- ✓ The Anchor Project
- ✓ Educational Psychology Service
- ✓ Child Development Team
- ✓ Autism Team
- ✓ Education Welfare Service
- ✓ School Nurse
- ✓ Children's Services
- ✓ Speech and Language Therapy
- ✓ Learning Support Services
- ✓ Specialist Children's & Young People Services (CDS)
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Physiotherapy
- ✓ Occupational Therapy
- ✓ Deaf and Visual Impairment Teams (Sensory Service)

All of these services work with the school to support children, teachers and families. They come in to assess, support, train and report back to us regularly and can be contacted for advice when needed. The Assistant Head for Inclusion/SENCo and the Pastoral Team have a close working relationship with these services.

We hold regular safeguarding meetings within school to monitor vulnerable pupils and to provide preventative approaches and support.

Looked after children

When a pupil is looked after, regular Personal Education meetings (PEPs) are held in school to support them and their learning needs. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, Children's Services and the school in order to support and plan for their needs.

Accessibility plan

We are an accessible school and have the following facilities:

- ✓ Wheelchair accessible building and classrooms
- ✓ Disabled toilet
- ✓ Shower and changing facilities.

The Accessibility Plan is available alongside our Accessibility Policy on our school website.

Admissions

We believe that all children are welcome in maintained community schools. When joining our school all families will attend an admissions meeting where transition into school will be discussed and planned for. At this point a skilled member of staff will sensitively explore the possibility of children having any additional needs. In the case that a child has significant needs contact with other agencies will be made before proceeding with an admissions date.

Visits to the school by parents of children with SEND and a meeting with the Assistant Head for Inclusion are encouraged in order to discuss the child's needs and how we can support.

This can be arranged by contacting the school office.

Complaints

We work hard with all stakeholders to ensure that all needs are met and everybody feels satisfied. On the rare occasion that this is not the case, complainants are asked to complete a form attached to our Complaints Policy, which can be found on the school's website: www.devonshirehill.com

All complaints are taken very seriously and handled sensitively.

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