

# Dartmoor Federation Primary SEN Information Report 2018 - 2020

## Introduction

Welcome to our SEN information report which details what the Dartmoor Federation does to help students with Specific Educational Needs (SEN). With the introduction of the new SEN Code of Practice 2014 (amended 2015), all governing bodies of maintained schools and nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the setting's policy for pupils identified as having a SEN. The published information must be updated annually.

The primary schools within the Dartmoor Federation are all mainstream settings. Within the Federation, we seek to support the inclusion of all of our students, whatever their need, and we are committed to working together with all members of our school community.

We welcome your feedback and future involvement in the review of our offer, so please feel free to contact the SENCo (Specific Educational Needs Coordinator), Steve Williams.

Email: [swilliams@okehamptoncollege.devon.sch.uk](mailto:swilliams@okehamptoncollege.devon.sch.uk)

Parents/carers are encouraged to seek help and advice from independent information advice and support services, including Devon Information & Advice for SEND (DIAS). DIAS are able to provide impartial and independent advice, support and information on special educational needs and disabilities, and can be found [here](#).

Parents/carers are also encouraged to visit the Devon County Council website to view their Local Offer. The Local Offer provides information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information. Devon's Local Offer can be found [here](#).



## The kinds of SEN that we cater for within the Dartmoor Federation Primary Schools

The Federation Primary SENCo tracks the differing needs of students by using a document known as the SEN Audit. The SEN Audit outlines how many students are identified as having a SEN, what year group and school they are in, their prime SEN and any additional SEN that student may possess

Within the Dartmoor Federation Primary Schools, we support a wide variety of students with SEN. From a total roll of 306 students, 15.7% of our students were identified as having one or more SEN. This was higher than the national figure for primary schools which was 13.8, but was below the average for Devon which was 16.8%. The SEN registers for the primary schools in the Dartmoor Federation are reviewed on a termly basis and are subject to change. The types of need across the primary schools in the Dartmoor Federation are detailed below with the percentage calculated against the SEN cohort as a whole:

- Specific Learning Difficulty (including Dyslexia): 14.6%
- Mild/Moderate Learning Difficulty: 20.8%
- Severe Learning Difficulty: 0%
- Profound and Multiple Learning Difficulty: 4.2%
- Social, Emotional and Mental Health: 16.7%
- Speech, Language & Communication: 12.5%
- Visual Impairment: 0%
- Hearing Impairment: 2.1%
- Multi-Sensory Impairment: 0%
- Physical Impairment: 8.3%
- Other: 6.3%

Dartmoor Federation will do its best to ensure that the necessary provision is made for **any** pupil who has special educational needs or disabilities. No pupil will be refused admission to the Dartmoor Federation on the basis of his or her special educational need. In line with the Equality Act 2010 (updated 2014), we will not discriminate against disabled children in respect of admissions for a reason related to their disability.



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Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. Dartmoor Federation regards pupils as having a Special Educational Need if they:

1. Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
2. Have a disability which prevents or hinders him/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 staff and governors of Dartmoor Federation will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. Dartmoor Federation aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***



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## How does the school know if children/young people need extra help and what should I do if I think my child may have a SEN?

Provision for students with SEN is the responsibility of all staff within the school and it is the SENCo's role to coordinate that provision. If you are concerned about your child and think they may have a SEN, please contact the SENCo, Steve Williams.

Students may not be making expected progress for a number of reasons. They may have been absent from school, or have attended a number of schools and therefore have not had a consistent chance at learning. The student may not speak English very well or at all (though English as an Additional Language is not counted as a SEN). It could be that the student has a challenging set of circumstances to face outside of school and are not in the right emotional state to learn effectively. This does not mean that all vulnerable students have a SEN and only those students with a learning difficulty that requires special educational provision will be identified as having SEN.

Our first response to supporting SEN students will be through quality first teaching as part of a graduated response. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities. However, where pupils continue to make inadequate progress, despite support and high quality teaching, the class teacher will work with the Federation's Special Educational Needs Coordinator to overcome barriers to learning. A graduated approach to supporting the student's need will then be implemented through discussions with the student, parents/carers and teachers, following the *assess, plan, do and review* cycle outlined in Devon's guidance for a graduated response.

Staff will use their knowledge of the four areas of SEN Need to identify barriers to learning. The four areas of SEN Need are:

- **Communication and Interaction** including speech, language and communication needs and autistic spectrum condition.
- **Cognition and Learning** including Specific Learning Difficulties (dyslexia, dyscalculia, dysgraphia, etc.), Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Mental Health difficulties** including a wide range of social and emotional difficulties which may reflect underlying mental health difficulties such as anxiety or depression, the category also includes ADD, ADHD and Attachment Disorder.
- **Physical and/or sensory needs** including visual and/or hearing difficulties, or other physical disabilities.

Parents/carers, teachers, support staff and the student themselves will usually be the first to notice a difficulty with learning. Within the Dartmoor Federation Primary Schools we ensure that assessment of educational needs directly involves the learner, their



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parents/carer and their teachers. Transition information from nursery, pre-school or previous primary schools is also taken into account. The SENCo will also support with the identification of barriers to learning through the use of screening assessments, work scrutiny and classroom observations.

For some students, we may want to seek the advice of specialist teams and in the last year have accessed support from the Educational Psychology service; Occupational Therapy; the Communications and Interactions team; the 0-25 group; the Speech and Language Therapy team; and CAMHs (Children and Adolescents Mental health service). We have access to services universally provided by Devon County Council which are described in the Local Offer website, to be found [here](#).



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## How will the school staff support my child? How will the curriculum be matched to my child's/young person's needs? How is the decision made about the type, and how much, support my child will receive?

Within the Dartmoor Federation Primary schools, we believe that quality first teaching is vital in ensuring that all students, including those with an identified SEN, make expected progress against challenging targets. We actively monitor the teaching and learning within the school to ensure that high standards are maintained.

All teachers and teaching assistants differentiate for the students in their care and this is monitored through lesson observations and learning walks. To differentiate means to make different from what the rest of the group are accessing in order to remove barriers to learning. For example, some students in a Maths lesson may be able to work out a problem in their heads, other students may need to use counters or numicon to aid them. The SENCo has been trained to help coach staff with differentiation.

Our teachers will use a variety of strategies to enable access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems (especially for transitions)
- Transition passports (for students identified with ASC)
- Written instructions (Post-it notes, mini white boards, on the main board, etc.)

The type and level of support is dependent on the individual's learning needs, and is broadly categorised into three levels: **Universal Provision** (Quality First Teaching to whole classes making use of differentiation), **Targeted Provision** (intervention work carried out with small groups, for instance, extra support with reading) and **Specialist Provision** (work carried out on an individual basis often using specialist advice). This support is described on a provision map, which we review regularly, following the *assess, plan, do and review* process as our students and their needs change.

Students with SEN, or those who could potentially be identified as having a SEN, are categorised in three ways:

**Watching Brief** - the needs of these pupils are met from at the **universal provision** level. Staff are aware that these individuals have potential needs which might affect their progress and well-being. Students at this level are not on the SEN register, but could be placed on it should a need be identified.

**SEND Support** - the needs of these pupils are generally met at the **universal provision** level however they may need additional support through **targeted provision**. Pupils at SEND



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Support level are always placed on the SEN register, with parents/carers being fully informed. Occasionally, students at SEND Support level, might need the support of external agencies (such as CAMHS - Child and Mental Health Service or the Educational Psychologist) in order to best meet their needs.

**EHCP (Education Health Care Plan)** - the needs of these students exceed those receiving SEND Support and will require ongoing **specialist provision**. Devon's SEN 0-25 team will decide whether there needs to be a statutory assessment of the child's needs which, leading to an EHC plan. For pupils supported through EHCP there is a statutory Annual Review of the EHCP which considers the efficacy of the school based provisions and decides whether a child still needs this level of support to make appropriate educational progress.



## How will both you and I know how my child is doing and how will you help me to support my child's learning?

The Dartmoor Federation thoroughly appreciates the importance of collaborative working to ensure the best academic achievement for all pupils across all age ranges. Schools within the Dartmoor Federation provide regularly termly feedback on all pupils, with data collected in relation to student progress on half termly intervals. The progress of students with SEN is primarily the responsibility of the individual class teacher supported by their Head of School, Federation Primary SENCo and Federation Executive Head.

Parents/carers are informed of their child's progress through several means:

- Parent's evenings.
- Parents are encouraged to contact individual class teachers.
- A written annual report.
- Home/school communication books used for a small number of students with more acute needs.
- SEND Support Plan review meetings with the SENCo and class teacher/Head of School, held on a termly or half-termly basis dependent upon level of need.
- Annual Reviews for students in receipt of an EHCP.

Within the Dartmoor Federation Primary schools, we make use of SEND Support Plans (SSPs) to support our SEN students. Our SSPs detail the specific needs of the student alongside suitable, personalised intervention and classroom support strategies. The SSPs are created in partnership with the student (where appropriate), their parents/carers and class teacher/support staff. The aim of a SSP is to remove barriers to learning by breaking down curriculum targets into much smaller 'chunks' of learning. The SSPs are reviewed termly or half-termly with the input of all interested parties.

Teachers record and monitor students' progress through the Classroom Monitor system. This system allows teachers to record progress made against the strands of the national curriculum. Classroom Monitor has been adopted this academic year and the aim is to ensure consistency across the Federation primary schools.

We quality assure the teaching and support that each student receives in the Dartmoor Federation primary schools through learning walks and lesson observations conducted by the Heads of School, SENCo and Executive Head. We also make use of work scrutinies. A work scrutiny is where a number of students are selected, sometimes with specific criteria in mind (e.g. SEN, Talented and Gifted, etc) and their books and folders across all subjects are examined. The aim of a work scrutiny is to ensure that the students are receiving appropriately challenging work that enables them to make good progress.

Half-termly Pupil Progress Meetings are held between the Executive Head, Head of School and/or the class teacher. The progress of individual students is discussed, taking into account the factors that could be affecting their progress, and ways to overcome barriers to learning are devised and put into action.



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The SENCo also monitors the progress of students, the quality of provision and effectiveness of any interventions. Progress is monitored through the use of screening tests which can point to weaknesses in literacy skills.

The Governors are kept informed primarily through the link governor for SEN, Mary Ellery. Regular conversations take place about the progress and interventions that students require. The Federation Primary SENCo also attends the Governors' School Improvement Board.



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## How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

A change of school, class or staff can be an exciting, yet anxious time for all students. For pupils with additional needs emotional responses can be heightened as a reaction to change. The Dartmoor Federation schools will always attempt to keep parents fully informed about known changes which might affect their child. We will endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families.

### Transition into Reception Class (Early Years Foundation Stage)

- For children on the SEN register, the Federation Primary SENCo liaises with staff in feeder nurseries/pre-schools, commencing in the autumn term. For some SEN children, notably those with an EHCP, this process includes additional visits, taster mornings or afternoon sessions and a home/school booklet from the relevant primary school.
- Open Days are organised in each primary to ease the transition.
- For any pupil there is the opportunity to request enhanced transition.

### Transition between Reception Class to Year 1 (Key Stage One)

- Often this occurs within the same class in the smaller primaries. The transition between the Early Years Foundation Stage curriculum and the Key Stage One curriculum is graduated during the autumn term. For pupils with SEN, the process is differentiated and adjusted according to the pupils' individual needs.
- Towards the end of the summer term, the pupils visit their new teacher and class to ease the transition and pupils with SEN often have a managed transition over a few weeks if appropriate.
- Pupils and their parents are actively encouraged to attend open afternoons, social events and to visit the setting in order to familiarise themselves with their peers, staff, other families and the setting.

### Transition between Year 2 (Key Stage one) to Year 3 (Key Stage Two)

- For pupils with EHCPs, transition arrangements are discussed at the annual review in year one to organise the necessary transition arrangements specific to the pupil.
- In the smallest primaries, this occurs within the same class and for pupils with SEND, the transition would be managed according to their needs.
- For the other primaries, towards the end of the summer term, the pupils visit their new teacher and class to ease the transition; pupils with SEN often have a managed transition involving taster sessions over a few weeks if appropriate. Parents are involved in the transition process during termly meetings with the class teacher.



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### Year 6 to Year 7 - Secondary Transition

- The primary Federation SENCo liaises with the SENCo of the secondary provision in order to ensure that information about pupils on the SEN register is shared effectively. For SEN students with EHCPs, this process starts at their Year 5 Annual Reviews.
- Year 6 pupils have the opportunity to attend a taster week at Okehampton College during the summer term. The college runs a Parent/Child Open Evening in the autumn term of Year 6. There is always the opportunity to request enhanced transition arrangements, which can be carefully tailored to a pupils specific needs. The majority of this work occurs in the summer term of Year 6, but sometimes starts as early as the spring term
- In the last weeks of the summer term of Year 6, all prospective new pupils and their parents get to come and meet their new tutors at an Open Evening at Okehampton College.



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## How will my child be included in activities outside the school classroom including school trips?

There are many extra-curricular activities available and students identified as having SEN are able to access all of them, almost without exception.

We strive to open up the opportunities, offered through the school, to all students. For students identified with SEN access to these opportunities may require little or nothing in the way of adjustment in order to allow access. However, if it is identified that a student will need extra support to enable them to enjoy extra-curricular activities then we liaise closely with parents/carers; the student; the staff members involved in organising the activity and the operators or providers of the activity. We do this to personalise a tailored package of support that will allow access to the activity. Examples of individualised support can include: providing extra staff members to provide 1:1 support; the use of social stories to prepare students with ASC for a change in routine; visiting the activity to identify, and therefore neutralise, any potential barriers; the opportunity for parents to accompany their child, etc.



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## What support will there be for my child's overall well-being?

Arrangements are in place in all Dartmoor Federation schools to enable the voice of students with SEND to be heard, especially with regard to issues in relation to bullying. Bullying is not tolerated within the Dartmoor Federation.

Pupils within the Federation primaries requiring nurturing support, for social, emotional mental health reasons, may be supported in a variety of ways to reach their potential through, for example, targeted individual Thrive-like programmes, small group intervention work or whole class activities involving spiritual, moral, social and cultural development.

The schools use a variety of reward and celebration systems weekly to promote pupils' spiritual, moral, social and emotional development and achievements and these are communicated to parents via the newsletters.

## How accessible is the school both indoors and out?

All of the Federation primaries are wheelchair accessible and there are disabled toilet and changing facilities in each of the schools. The schools have either disabled parking located next to the school buildings or the facility to park close to the school.

## Who do I contact if I wish to complain about the provision for an SEN student?

In the first instance most concerns are easily resolved by informal discussions with the relevant class teacher. When issues cannot be resolved through this approach parents/carers should raise their concerns with the Federation SENCo or Head of School. If the complaint concerns the SENCo or Head of School, then the complaint should be raised with the Federation Executive Head. Should a complaint through these channels not reach satisfaction then a complaint can be raised through the Chair of Governors and/or the Executive Principal of the Dartmoor Multi-Academy Trust.

The Dartmoor Multi-Academy Trust has a complaints policy which parents may request and they can also seek independent support from Devon Information Advice and Support for SEND (previously Devon Parent Partnership) via the contact details given at the start of this document.



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## Useful reference documents/contacts:

SEND Code of Practice 0-to-25 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Devon Local Offer

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

Devon Information Advice and Support for SEND (previously Devon Parent Partnership): 01392 383080

<http://www.devonias.org.uk/>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act 2010 (updated 2014)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Devon Parent Carers Voice (DPCV: 0345 1551 013)

[www.devon.gov.uk/send](http://www.devon.gov.uk/send)

