



THE VALLEY PARTNERSHIP

SEND Information Report September 2021

The Special Educational Needs and Disabilities (SEND)

Information Report

General Background Information for parents

Under the new Special Educational Needs and Disability Code of Practice (2014), schools and settings are required to produce a SEND information report. This needs to be published on the school's website, kept up-to-date with changes and revised at least annually. It should give details about arrangements and provision as laid down by the Code.

In order to help read and understand the points they have been put into a table as follows:

Blue Sections	The numbers 123 are numbered bullets are taken directly from the new SEN regulations and there are 13 points, identified in Blue boxes. Some have more than 1 part for example 1 a), 1b)
White sections with some purple writing	Each blue section is then followed by white section that outlines our provision and responses to the regulation point. The questions in <i>purple bold italics</i> are those formulated by a study called the SE7 Pathfinder. This study revealed from parents the information they want to know for Children with Special Educational Needs and Disabilities, SEND. These questions have been used to support our report responses.
Pink sections	The pink sections also outlines our commitment to the provision and efforts to deliver the highest possible provision for our pupils. This section indicates the arrangements that are in place in both schools across in the Valley Partnership.

Please note that for ease of reference the term:

- **schools** has been used to represent both schools
- **parent** has been used to represent both parents and carers
- **pupil** has been used to represent all children attending either school

SCHEDULE 1: Information to be included in the SEND information report

1. The kinds of special educational needs for which provision is made at the school.
Webber's and Burlescombe Church of England Primary Schools are both mainstream setting schools who are part of The Valley Partnership (TVP). They are not special schools. However, they are both fully inclusive schools and accept pupils with a wide range of difficulties and disabilities with support, every child has a right to a good education and we aim to provide this.

The Valley Partnership :

- Monitors the progress of **all** pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listens to the pupil
- Listens to parent/carers
- Distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs and or Disability.
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, we decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. The Valley Partnership has a SEND policy that explains in detail the identification and assessment of pupils with special educational needs. Below is a brief summary to support these questions.

KEY QUESTION: *How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?*

The first point of contact and discussion is the class teacher who knows the child well and meets regularly with the parent in progress meetings. Teachers in the partnership are available most evenings after school.

To support the teacher and parents there is a teacher who is the designated specialist, called the SENDCo- special educational needs and disability co-ordinator. Parents and teachers may ask to meet this teacher at any time if they feel a pupil needs more support. The SENDCo will be monitoring the progress of SEND pupils, meeting teachers and parents to develop the monitoring paperwork that clearly indicates targets for the child and what provision is going to be made to support the pupil.

The Executive head teacher, who monitors the progress of all pupils, also closely monitors other spheres of development of pupils to ensure they are making progress, for example, personal, social, self-esteem by talking to the child themselves.

Assessment tracking is done every half term from assessments made from school based tasks and sometimes national tests to inform progress. Parents are informed at least termly of progress measures. Teachers are constantly working alongside pupils to identify areas that need more development. Should teachers identify a specific need then a variety of options are available. The teacher will discuss these needs with the parents, the SENDCo and also the Executive Head teacher and Senior leadership team (Heads of Teaching and Learning at the respective school) depending on what level of support/intervention is needed.

If together, the teachers and parents believe further detailed assessments are needed then the school is able to contact a variety of agencies to help depending on the type of need, for example, the school nurse, the education welfare officer, an educational psychologist, the speech and language therapy team, the behaviour support team, the parent support worker. The SEND policy details the process that happen in the Devon system which the Valley partnerships has adopted Babcock [Graduated response tool](#), which involves 3 stages- called Plan, Do and then Review, for short. Following this system, children may have an individualised Intervention Provision Map, and Person Plan/PROFILE. An example can be seen in APPENDIX 2. The Valley Partnership works together with all adults to support all children, particularly those who have SEND needs.

There is also an SEND governor who looks at the progress data of pupils and discusses the support the Valley Partnership is providing to ensure its effectiveness, this includes the financial provision. This Governor alongside the SENDCo, Executive head teacher, The senior leadership team (SLT) and all staff looks at the provision map across the

partnership to help ensure all pupils' needs are met. The SEND Governor is not involved at case level and does not know the details or names of pupils and families involved.

In addition to the list in the pink parts of section 1, The Valley Partnership will:

- Pay regard to advice and information from parents and previous settings at transition points; liaise as necessary, to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEND support services etc. in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator, or SENDCo), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when they are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known
- Use the Early help system:

The Devon Early Help Assessment is a tool used by all partners in Devon to assess the Early Help needs of a family and individual family members. It is a multi-agency gathering of information in order that any additional needs within a family can be understood and the process of providing or accessing support can begin. This will mean that the family and everyone involved can make a plan to provide that support. Part of that process may include a Team Around The Family (TAF) meeting taking place, with the family to discuss the help they need and who will provide it."

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

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

Once there has been a SEND identified and the Devon process has been followed, some children with more severe, complex or extensive needs will require a detail plan that often requires inter agency work, for example a physiotherapy programme. This results in a comprehensive Educational Health Care Plan being created. The SENDCo is responsible, together with the parents and other agencies and staff to create and monitor this plan. It is tailored specifically to a pupil's needs and is closely monitored to ensure it is followed and evaluated.

It is through discussion and meetings, with evidence from a wide variety of sources that the plans successes are monitored and the plan changed to move with the pupil's progress.

The SENDCo then works with the Executive Head teacher, to review the plans and provision across the school and The Valley Partnership. They report directly to the SEND governor who feeds back to the Governing body. Names and details of cases are not revealed.

The Valley Partnership strives hard to:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate the quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Refine the tracking the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from the Devon SEND audit for Primary and Secondary schools to inform their evaluation of provision
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

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

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

Teachers are available after school most evenings if parents have any concern. The executive head teacher is also available to meet parents and is often in meetings to support.

Parent and pupil progress meetings are in October and February - this is where there is a face to face meeting about pupil progress. Parents receive a written summary of their child's targets.

Comprehensive written reports are in July. All meetings look at the pupil's progress in relation to their personal progress and national expectations.

If a pupil has SEND then termly target meetings are held in addition to the ones above or more frequently if needed.

Any specialist that works with a pupil will provide specific feedback in the form of a report. This could be an additional meeting to report feedback from the specialist themselves, or written feedback is given (this sometimes takes a few weeks), or perhaps a telephone conversations and/or the SENDCo will meet with the parents to feedback and plan the next step.

Often a home school contact book is created, sometimes a behaviour chart is sent home weekly. How home school contact is developed depends on the needs of the pupil and the how the parents/staff would like feedback.

In order to support home learning, targets are shared, meetings are held and ways to support home learning are also always discussed. Homework is set weekly right from reception, (sharing books daily), increasing through to higher expectation in year 6. Any additional meetings will also suggests ways of working at home and school to support learning.

The Valley Partnership strives hard to:

- Ensure that they have procedures in place for consulting and working in partnership with parents and pupils
- Track and monitor pupil progress on a regular basis and communicates this information effectively to parents
- Establish and reviews 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Use school data to identify, monitor and respond to progress of pupils with SEND
- Check reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Ensure the clarity of the monitoring processes is in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils

- Ensure that every teacher knows that they are responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- To ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e. from the plan do and review)
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (for pupils with SEND at least three times a year)
- Regularly evaluate progress towards personalised targets with the pupil and includes parents where appropriate
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of pupils with SEND
- Refine the tracking of the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.

c) The school's approach to teaching pupils with special educational needs or disability.

KEY QUESTION: How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

Every class teacher is required to differentiate their work to meet the needs of pupils and support pupil progress. Children are usually put into ability groups for most of their Maths, English and phonics. In other subjects they can be grouped in a wide variety of ways, sometimes friendship groups, age groups, family groups across the school, (for example on special days such as Apple Day), school teams, paired buddies, for example reading and off site visits. Sometimes groups are self-chosen, others guided by the teachers. The approach across the Valley Partnership is that every child should experience working with a range of other children and teachers to give them the experience of working together with anyone regardless of age, creed, sex, race or ability.

Teachers' planning is regularly reviewed by the Executive Head teacher and termly a sample is reviewed by the SENDCo.

The SENDCO has information about the school's approach to differentiation and the skills that school staff have to support this, including those with areas of specialism. Example of the types of provision can be seen in Appendix 1

Where staff need further specialist knowledge, the SENDCO in coordination with the Valley Partnership continuing professional development leader (CPD leader) will arrange any necessary support/training.

The Valley Partnership strives hard to:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that 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
- Differentiate lessons to match the pupil's level of learning as part of the schools universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEND Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

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

The Valley Partnership is committed to providing an appropriate and high quality education to all the children in our schools. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad, balanced academic and social curriculum, which is accessible to them. All children can expect to be fully included in all aspects of school life where possible. Thus allowing all children to work to their full potential.

Our Special Educational Needs and disabilities (SEND) Policy serves to ensure that:

- We work within the framework of the Department of Education (DfES) Code of Practice for children with SEND.

- There is a shared understanding of the procedures established within school for children with SEND.
- Everyone is aware of their own and others' roles and responsibilities in relation to children with SEND.
- Identification and provision for children with SEND is undertaken as quickly as possible.
- Sufficient and appropriate support is made for children with SEND to ensure that they make measurable progress.
- The Partnership has a policy of inclusion that states that it will make reasonable adjustments to meet the range of special educational needs. How learning is planned for pupils with special educational needs is linked to differentiation and specific need adaptations as indicated through meetings discussion, personalised plans and teacher/ staff observations of what supports a pupils learning in the class, in a small group or 1:1 situations.

The Valley Partnership strives hard to:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that 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
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil's need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEND Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

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

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

The decision about how much support a pupil needs is based on learning need and health and safety as identified by a variety of professionals. Resources and provision is allocated

after discussion with parents, staff and professionals that are realistic within the limitations placed on a devolved budget by the LA.

Final decisions are then made by the SENDCo and Executive Head teacher with regard to what the provision could be in the partnership. This may mean there is need for an application for additional resources funding following the LA procedures. At all stages the parents will be involved. The SEND Governor will have an overview of provision mapping and resource allocation.

Financial resources and support are detailed in the pupils' personal profile/ EHCP/Early HELP records or graduated response plans .

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;

KEY QUESTION: How will my child be included in activities outside the school classroom including school trips?

There are a wide variety of curricular activities outside school that are offered and change each term. The school send out every term detailing the times, locations and dates for these clubs. Those pupils with SEND will have meetings with club leaders to ensure accessibility is optimised.

Where trips and visits are planned including overnight, discussions are made as to how to ensure pupils with SEND are supported or indeed if the particular trip would be in the best interest of the child. For example, rock climbing in the case of wheel chair users could be that they are in a support role of anchor man or have a different activity/visit. Everyone should have a wide range of opportunities, those who have SEND and those who don't...

Lunch and break time support will be as dictated by pupil need.

The Valley Partnership strives hard to:

- Carry out their duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor the engagement of pupils with SEND with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

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

KEY QUESTION: What support will there be for my child's overall well-being?

Medical administration is in line with Devon Guidelines and the School nurse will support medical plans. There is an intimate care policy to support parents, staff and pupils where

help is needed. Both schools do not currently have shower facilities or a hoist. They both have internal steps in the main building that can be circumnavigated outside to enable access. Both schools have regular disability accessibility audits and action plans.

The Educational welfare office works closely with the school to support attendance with parents.

All pupils are closely monitored with a cascade system for reporting to teachers and SENDCo. A break time log book is for duty staff to record positive observation, social observations as well as incidences of poor behaviour. Both schools also have extensive rewards systems for personal and social development as well as academic progress.

The Valley Partnership strives hard to:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of pupils with SEND
- Review attendance and exclusion data for pupils with SEND
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development

- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

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

The Valley Partnership shares a SENDCo across the two schools.

She is:

Charlotte Monk

Contact her via: **BURLESCOMBE SCHOOL OFFICE 01823 672521** or **WEBBER'S SCHOOL OFFICE 01823 672510**

From Sept 2021 the SENDCO is on maternity leave and this role will be shared by the Heads of Teaching and Learning, Mrs Janine Whitlock at Webber's and Mr Robert Roffey at Burlescombe. They can be contacted on the above numbers or via your child's class teacher.

Or admin@burlescombe.devon.sch.uk OR admin@webbers.devon.sch.uk

Alternative contact your child's class teacher who will contact her on your behalf. Should you wish to contact the Executive Head teacher leave a message at either school office

WEBBER'S SCHOOL OFFICE 01823 672510

or BURLESCOMBE SCHOOL OFFICE 01823 672521

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.

KEY QUESTION: What specialist services and expertise are available at or accessed by the school?

What training have the staff supporting SEND had or what training are they having?

The staff members all have general training in SEND provision and safe guarding. All teachers are fully qualified teachers.

The SENDCo has the SENDCo qualification. The Executive Head teacher has a M.Ed. in Education and Language development. A variety of staff have had training in Dyslexia friendly approaches, and communication courses. Several staff have worked with children on the autistic spectrum and communication difficulties. Further staff have training as needs dictate and meet needs as they arise.

The Valley Partnership has a multiagency approach and works with all agencies that are deemed to support the child as per individual case.

The Valley Partnership has worked regularly with:

Educational Welfare Officer

School Nurse

Education Psychology

Child and Adolescent Mental Health Team CAHMS

Local practice Doctors
 Specialist paediatricians
 Speech and Language Therapy
 CAIRB team- communication, autism
 Child protection team
 Social Services
 Vbranch house- physical difficulties
 Behaviour Support team
 Virtual School- Children in Care

The Valley Partnership strives hard to:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEND and strategies to support inclusion and high quality teaching
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs and Disability Co-ordinator (SENDCo) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENDCo has sufficient designated time to fulfil their role adequately
- Wherever possible, ensure that the SENDCo is on the SLT, where this is not possible schools should ensure that the SENDCo has appropriate access to the SLT (i.e. through a SEND Champion on SLT) in order to input on whole school strategy with regard to SEND Provision
- Ensure their SENDCo, if new to the role in a mainstream school, completes the National Qualification for SEND Coordination, within the designated timeframe, and is provided with adequate support to do so
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff

- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

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

KEY QUESTION: How accessible is the school both indoors and outdoors?

They both have internal steps in the main building that can be circumnavigated outside to enable access. Both school have regular disability accessibility audits and action plans.

Access provision is as needs arise for example, reading the weekly newsletter and other letters to those parents unable to access written text.

The Valley Partnership strives hard to:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEND gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (Graduated response tool and also information through the [EARLY HELP](#) system) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

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

KEY QUESTION: How are parents involved in the school? How can I get involved?

KEY QUESTION: Who can I contact for further information?

Parents play a key role in the functioning of the Valley Partnership.

At strategic level they can become Governors.

They are automatically part of the PTFA and can become a key leader in the PTFA committee.

The parent handbook has details of all key school information and detail contact times. Parents are invited to church services at least once every term, they are also invited to performances, special occasions, open collective worship, parents evenings, new year meetings, residential briefings, open mornings, new intake story times, SEND review meetings termly, and more opportunities. They are invited to support curricular activities such as reading, sewing, crochet, help with football club and the Valley Partnership are open to new ideas if parents have specific ways they feel they could help.

The Valley Partnership recognises that parents know their children best in their context and it is important that all professionals listen and understand when parents express concerns about their child's development. Staff in the Partnership will also listen to and address any concerns raised by children and young people themselves.

The Valley Partnership provides an annual report for parents in July on their child's progress. However, they provide regular updates for parents on how their child is progressing at least once every term or more frequently in the case of SEND.

The Valley Partnership strives hard to:

- Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEND.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)

- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice, pupil forums and school councils.
- Use the Graduated response tool and the EARLY HELP system process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the child and their parent / carer

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

Pupil voice is through a variety of ways across the Valley Partnership.

The school council meet regularly to review their school council boxes. They are voted on by a secret ballot by peers. They meet the Executive Head teacher regularly.

Pupil progress meetings are with pupils and parents to enable pupil voices to be heard. The SENDCo meets with children on a personal profile to discuss their views as well as class teacher dialogues with pupils.

All pupils have a self-chosen designated adult with whom they can ask to talk.

The Valley Partnership recognises that is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

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.

If a parent is concerned about their child they can talk to the class teacher- they are available most evenings for short meetings or can make a longer appointments.

Parents can ask in the school office to speak to the SENDCo or the **Executive Head teacher**. They are available most evenings for short meetings or can make a longer appointment. The executive head teacher can be contacted via both the school admin email addresses, (admin@webbers.devon.sch.uk or admin@burlescombe.devon.sch.uk) or directly (head@webbers.devon.sch.uk or head@burlescombe.devon.sch.uk)

There is also the deputy designated safe guarding officer at each school

SENDCO across both schools: Charlotte Monk (on maternity from September)
 Webber's Primary School: Head of Teaching and Learning, Janine Whitlock
 Burlescombe Primary school: Head of Teaching and learning, Rob Roffey.
 The senior designated safe guarding officer is the Executive Head teacher.

The complaints policy can be obtained from the school office and school website. This involves a written complaint containing details of the complaint to the Executive Head

teacher and sent via the school office or head teacher email: head@webbers.devon.sch.uk or head@burlescombe.devon.sch.uk.

Should complaints be about the Executive head teacher the complaints should be addressed to the Chair of Governors via the school office.

10 How the governing 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.

The Valley Partnership has a multiagency approach and works with all agencies that are deemed to support the child as per individual case.

The Valley Partnership has worked regularly with:

Educational welfare Officer, EWO

School Nurse

Education Psychology

Child and Adolescent Mental Health Team, CAHMS

Parent support advisor, PSA

Local practise Doctors

Specialist paediatricians

Speech and Language Therapy

CAIRB team- communication, autism

Child protection team

Social Services

Vranch house- physical difficulties

Behaviour Support team

The Valley Partnership strives to:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the Early Help process, including those services provided by Health and Social Care

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.

Prior to joining the school:

The parent could telephone either school and arrange a tour of the school, meet the staff/children and to speak to the executive head teacher and SENDCo if specific provision is needed.

Applications are made through the local authority for admission.

Details of County SEND <https://new.devon.gov.uk/send/5-15-years/>

Once in School: If a parent is concerned about their child they can talk to the class teacher- they are available most evenings for short meetings or can make a longer appointment.

Parents can ask in the school office to speak to the SENDCo or the Executive Head Teacher. They are available most evenings for short meetings or can make a longer appointment.

There is also the deputy designated safe guarding officer at each school
SENDCo across both schools: Charlotte Monk (on maternity from September)
Webber's Primary School: Head of Teaching and Learning, Janine Whitlock
Burlescombe Primary school: Head of Teaching and learning, Rob Roffey.
The senior designated safeguarding officer is the Executive Head teacher.

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.

KEY QUESTION:

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

Transition arrangements are often unique to pupil needs and can involve, additional visits to each school for the parent/pupil. A teacher and teaching assistant visits the pupil in their current setting, be it another school or home or both. On transfer out of the Partnership schools, provision is according to need for example, staff meetings across settings, joint meetings with parents/pupil/family. The SENDCo is responsible with the parents for setting up a pattern of smooth transition. The length of transition plan and monitoring is determined by individual circumstance.

The Valley Partnership strives to:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches

- Make arrangements for providing children with SEND and their parents, and young people with SEND advice and information about matters relating to SEND
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The Early Help process will support the transition process
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

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

The school SENDCo and Executive Head Teacher works with the LA funding allocation to support pupils with SEND. They work in liaison with the LA to provide the offer in Devon.

Use this link www.devon.gov.uk/send

***COVID 2021 UPDATE. Should national guidance impact possible meetings:**

- Staff will endeavour to be available as needed for short, outside conversations at the start end of school day depending on current national and school-based risk assessments. Other modes of contact will be via school admin email and messages for staff to get in contact with parents as soon as practicable via (TEAMS/phone). In some instances, a home-school book will be established.
- All staff will endeavour to ensure meeting will take place within allotted time frames- this may be remotely via teams or at either school if socially distance can be achieved and school risk assessments permit.
- External agencies assessments- meetings with the child can be arranged in advance with the school who will put in required safety measures following the latest guidance and school risk assessments permit.

- Remote learning- school staff will endeavour to support SEND needs by planning appropriate on-line learning where possible or posting hard copies of resources to support home learning.
- Governors will meet remotely in circumstances where they are unable to physically meet.



Appendix 1 SEND Provision Maps

SEND Provision Map for Communication and Interaction		
Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • Social Communication • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery taking into account simplified language, minimal use of language. • Increased visual aids / modelling • Visual timetable • Use of symbols • Circle time activities • Social stories • Attention and listening activities 	<ul style="list-style-type: none"> • Social Communication • Social skills group • Personalised Social stories • Access to calming area or designated work space • Playground monitoring by buddies, MTAs, teachers and TAs • Visual prompt cards eg. stay on topic • Emotions cards and activities • Small group intervention 'games' 	<ul style="list-style-type: none"> • Social Communication • Individual timetable • Additional planning and arrangements for transition • Emotion gauging individual work • 1:1 curriculum tasks with TA support • Individual work place • Individualised programme of work
<ul style="list-style-type: none"> • Language • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. pictorial representation rather than written work • Increased visual aids/modelling • Talking cards • Language Link assessment • Language Link games 	<ul style="list-style-type: none"> • Language • Speech and language group support using Language Link resources • In class support to aid delivery of Pupil profile targets • Playground monitoring by buddies, MTAs, teachers and TAs • Language enrichment activities • Pre teaching of language for new topics 	<ul style="list-style-type: none"> • Language • Speech therapy sessions- delivered by Speech Therapist and/or TA • Individualised programme of work
<ul style="list-style-type: none"> • Speech • Speech Link assessment • Speech Link games • Letters and Sounds Phonics programme 	<ul style="list-style-type: none"> • Speech • Speech and language group support – targeted Speech link work • In class support to aid delivery of Personal Profiles/targets • Phonics support /intervention work 	<ul style="list-style-type: none"> • Speech • Speech therapy sessions- delivered by Speech Therapist and/or TA • Individualised programme of work activities adapted further



SEND Provision Map for Cognition and Learning

Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • Differentiated curriculum planning and work – ability groups, computer partners, discussion partners, pair share, flexible grouping • Differentiated delivery – simplified delivery, questioning, going back over points • Differentiated outcome – expecting different amounts of work • Differentiated tasks – modifying worksheets or tasks for different abilities • Different learning styles – visual, auditory and kinaesthetic • Different resources – wordbooks, key word cards, phoneme mats & frames, numicon, visual prompts and clues, alternatives to copy writing e.g. prints of SMARTS, reading rulers, number lines, coloured resources (e.g. paper) different fonts • Support- with TA or Teacher (Guided reading) • Child to repeat back instructions • Seating arrangements to meet various needs • Classroom display • Visual timetables – with symbols • Use of writing frames • Key word wall and cards • Topic related word display • Chunking information to help with understanding • Extra praise or encouragement • Strategies to improve attention and concentration 	<ul style="list-style-type: none"> • Guided reading with a teacher or TA • Guided writing with a teacher or TA (Rapid Writing, phonics, sentence construction etc) • Guided Maths with a teacher or TA (Rapid Maths, Every Child Counts, Overcoming Barriers, Mind the Gap) • Handwriting groups • Individual use of ICT programmes • Targeted readers, Trugs resources • Designated group support in the delivery of Personal Profile targets for literacy and/or numeracy e.g. through additional phonic work, numeracy games etc. • Increasing range of specialist IT equipment e.g. keyboarding skills • Specialised reading books e.g. Project X Code and Big Cat high interest –low level 	<ul style="list-style-type: none"> • Individual support in the delivery of Personal Profile targets for literacy and/or numeracy through precision teaching • Literacy programmes – key word flash cards, reading, read write inc • Use of ICT- Nelly in recording work • Individual arrangements for SATs if necessary – extra time, rest breaks, readers, scribe etc • Individualised planning in class/outside class delivery • Additional access to practical activities and outdoor • Planned topic based approach to some work based on pupil's interest and learning needs • Additional transition visits supported by staff



SEND Provision Map for Sensory and or Physical		
Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating children so that they can see, make sure children with hearing and sight problems sit in appropriate place. • Flexible seating arrangements e.g. carpet spaces, cushions, wobbly (sensory) seats • Teacher aware of implications of sensory and physical impairment e.g. making sure a child can see the mouth of the person who is speaking • Availability of resources e.g. writing slopes, matt laminates, triangular pencil grips, left handed scissors, scissors with hand grips, use of coloured overlays and coloured worksheets, line guides, use of different coloured pens for different sections on the board, visual aids, fidget toys • Access to drink when needed • Regular physical activity e.g. Take 10/Leap to Life • Carpet spaces • Mindfulness strategies such as breathing, colouring 	<ul style="list-style-type: none"> • Handwriting group • Games to develop fine motor skills • Coordination support work e.g. with fine motor skills, Fun Fit for gross motor difficulties • Visual/auditory perception activities e.g., Phonic blending resources, phonic pots • Modified resources e.g. large print • TA support within class • Sports Partnership Provision for G&T children • Fun Fit groups • IT based programmes to support anxiety reduction • Mindfulness strategies such as short breaks, weight bearing activities, yoga ball • Weighted blanket 	<ul style="list-style-type: none"> • Individual support in class to facilitate to curriculum access e.g. TA or Teacher adapting learning materials, personal timetable • Individual speech therapy and language suggested by SALT. • Individual handwriting /fine motor/keyboard skills – homework electronic and personalised • Provision of specialist equipment if required e.g. coloured keyboards, large roller mouse – access to keyboard as need where writing fatigue and dyspraxia reduces recording capacity • Individual arrangements for SATS if necessary e.g. special area/equipment • MTA/TA to monitor safety and give discreet support as required e.g. physically impaired child or toileting difficulties • Movement group activities suggested by Physiotherapist/Occupational Therapist • Extra-curricular opportunities for G&T Sport • Amendments made to uniform due to texture sensory issues- gradual • introduction to different school clothes • School lunch times- poor appetite and need to monitor and encourage intake • Met at school gate/door e.g. T • Weighted blankets/heavy dog/heavy cushion • Additional transition visits supported by staff



SEND Provision Map for Social, Mental and Emotional health		
Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • Whole school and class reward system promoting learning behaviour e.g. house points, certificates, nuggets • Whole school/ class rules (as visual prompts) • Whole school policy for behaviour management with graduated response • Personal, Social, Health Education (PSHE)– enhancing self esteem • Buddies to help manage playtimes • Thrive whole class screening and strategies • Mindfulness strategies such as breathing, colouring, short breaks, weight bearing 	<ul style="list-style-type: none"> • Social skills group e.g. turn taking, social stories, role play • Small group re-tracking activities • Time out/ designated calm areas • Thrive individual assessments and action plans with identified strategies • Monitoring in classroom and playground • Rewards for target behaviour. I.e. target / reward systems • Opportunities for time out • Follow up discussions for unacceptable behaviours • Mindfulness strategies such as short breaks, weight bearing activities, yoga ball 	<ul style="list-style-type: none"> • Individual counselling by TA or teacher when necessary • Behaviour programme – individual contract and or reward system • TA 1-1 support – used to support behaviours • Close surveillance at playtime • Support of School Nurse • Individual Thrive support and strategies • Family Seal • Support from external agencies • Weighted blankets/heavy dog/heavy cushion • Additional transition visits supported by staff • Designated specialist work area/quiet space e.g. small tent, area outside the room as needed

Appendix 2 An example of an individualised profile/plan

Name – personal profile no. 5	
<p align="center">My One Page Profile</p> <p align="center">Name of child: Example child male-Key stage 1</p>	<p align="center">What People Like and Admire About Me:</p> <p>I like sitting next to he is kindis really good at drawing and colouring. listens carefully. I like it when makes me laugh. He tells good stories.</p>
<p>What is Important TO Me:</p> <p>My Mummy Watching my tablet Playing games on the computer Playing at school I like playing with I like having milk and oranges at breaktime I like wearing my shorts to school. I like help with my work. I like my new trainers.</p>	<p align="center">What is Important FOR Me</p> <p>I like praise, stickers and team points to help show me that I have worked hard. I like having my own tray with my belongings in. I am good at keeping them together but sometimes need support finding the correct exercise book. I like using whiteboards and my sound mat. I like working with an adult, especially in English. I like talking to adults and seeking reassurance from them. I like to know my routine and what we are going to be doing during the day. If the day is going to be different I like to be told in the morning. I like support when changing for P.E. Having a familiar adult to greet me in the classroom at the beginning of the day is important and helps me feel less anxious. I like to be doing things and am very helpful when asked to do jobs. I can find it tricky to follow lots of instructions, please give me one instruction at a time to follow. I am a practical learner and like to use physical objects to help me in my learning. I like to be able to use pictures to help me with my learning and to guide me. I can find it difficult to talk about how I feel at times and might find a space away from others to sit or make noises if I am upset, giving me space or giving me a job to do can help me to self-regulate. I like to be close to an adult and may come close to you if I need your support, instead of asking. Sitting and concentrating for long periods of time can be challenging, I may need a break to help my brain re-focus and extra time to complete a task. I can find it difficult to have a go at new things, I will need encouragement towards more flexible thinking and to build on my self confidence. I like to know what is going on and work well if I have lots of warning when transitioning between activities.</p>

Intervention Provision Map for

Social, Emotional and Mental Health



- Familiar adult to greet in the morning.
- Use of a visual timetable- talked through daily
- Additional supervision during school trips
- Opportunities for sensory breaks to refocus as and when necessary i.e before a long writing task.
- Home/school communication book
- Additional monitoring and support at play times to encourage interaction with peers.
- With adult guidance, use designated area to self- regulate when feeling overwhelmed and access specific activity e.g tactile puzzle.
- Staff to be aware of and recognise triggers prior to an incident occurring and encourage to implement strategies taught.

Cognition and Learning



- To receive additional phonics intervention 1:2 for 4 x a week until reached Phase 6 - currently working at Phase 2.
- Movement and sensory activities to be incorporated in learning for example, finding letters in pasta, using shaving foam.
- Use of visual aids to support learning and use of a wobble cushion,
- Multi-sensory support and environmental management to access new information with minimal distraction.
- Opportunities to participate in active 'sensory' learning.

Communication and Interaction



- Adults will continue modelling use of key phrases such as 'Can I join in?'
- Use activities to encourage ... to practice conversation, for example, using question cards and conversation games.
- Refer to the special plan to identify signs and triggers and strategies.
- Use a calm, firm and consistent approach to managing behaviour.
- Use instant gratification related to instant reward such as a sticker that is motivating

Sensory and Physical



- Alternative methods for recording will be considered as and when it is necessary e.g a scribe.
- Additional time to be given for assessments and to complete written tasks.
- Take part in activities which fulfil sensory seeking behaviours - see other suggestion list.
- Additional time to process information and complete tasks.
- Take part in whole class fine motor activities to improve this skill.

Specialist Support Involvement



- GP (Name: date:)
- Education phycologist (Name: date:)
- Speech and Language (Name: Date:)
- Occupational Therapist - (Name: Date:)

Short term Targets:

- E.g. to segment a CVC word correctly and attempt to blend.
- E.g. Successfully start a game for friends at least once weekly with support
- E.g. To successfully complete phase 4 phonics

Reading Age -

Maths Age -

Writing -