



## **What can The Valley Partnership (TVP) can do for your child with Special Educational Needs and/or Disabilities (SEND)?**

### **Q1. What do Webber's and Burlescombe Church of England Primary Schools (The schools in The Valley Partnership, TVP) offer children with SEND?**

In The TVP, we understand that each child is different and that educational needs will be specific for every child, particularly those with Special Educational Needs.

In 2018-19, the schools have successfully included pupils with a wide range of SEND including those with Communication and Interaction Difficulties, Autism, Cognition and Learning concerns, Social, Emotional and Mental Health difficulties and Sensory processing needs.

### **Q2. Who has responsibility for children within our school for SEND?**

#### **The class teacher**

Responsible for:-

Providing the very best teaching that enables all children to progress and achieve to their full potential.

Writing Pupil Progress targets and individual plans, based on the smaller steps of progress needed for success, and sharing and reviewing these with parents termly.

Checking on the progress of a child, planning and delivering any additional help a child may need (this could be direct work related or additional staff support), updating the Special Education Needs/Disabilities Co-ordinator (**SENDCo**) on concerns/progress.

Following guidance from outside agencies on ways of teaching children with specialist needs

Ensuring that the school's SEND policy is followed in the classroom.

**The SENDCo:** *Mrs Charlotte Monk* together with the Executive Head teacher, *Mrs Deborah Eveleigh*

Responsible for:-

□ Developing and reviewing the School's SEND policy in conjunction with the SEND Governor. Co-ordinating and submitting the SEND Audit.

□ Ensuring that parents are involved with their child's learning, through review meetings, Team around the child meetings (TAC) and DAF meetings etc.

□ Liaising with outside agencies coming into the school to support pupils with a specific need, i.e. Speech and Language therapy, Educational Psychology.

□ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

□ Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Senior Leadership team at the Valley Partnership (SLT) :** *Mr Robert Roffey* **Head of Teaching and Learning at Burlescombe** and *Mrs Janine Whitlock*, **Head of Teaching and Learning at Burlescombe** with the **Executive Head teacher**, *Mrs Deborah Eveleigh* and the **SENDCO**, *Mrs Charlotte Monk* who is part of the SLT team.

Responsible for:-



- The Heads of Teaching and Learning are responsible for the day-to-day management of the school; this includes supporting children with SEND.
- The Executive Head Teacher will give responsibility to the SENDCo, however will still be responsible for that child's SEND progression.
- Updating the Governing Board on issues relating to SEND children

**The SEND Governor - *Mrs Ophelia Lindley***

Responsible for:-

- Reviewing the SEND Policy with the SENDCo.
- Making sure that necessary support is given to any child with SEND who attends our school

**Q3. What are the different types of support available for children with SEND in our school?**

A) Class Teacher Input - For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical based learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

B) Specific Group Work - intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- Using a specific IT based intervention programme

C) Specialist Groups - run by outside agencies which mean:

If your child has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Devon Local Authority services, such as the Autistic Spectrum Condition/Disorder ASC Outreach Team, Behaviour Support Team or Communication Interaction Team, Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).
- Speech and Language Therapy

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

D) Specified Individual Support

**Support SEND in the Valley Partnership Jan 2021 \*See COVID update on last page**



This support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

In Devon, the old process was known as the Devon Assessment Framework (DAF). However, it has now been replaced by a system called EARLY HELP. "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."

<http://www.devonsafeguardingchildren.org/parents-carers/early-help/>

The whole process includes the completion of a Consent form with Family Information and then an Assessment process. In some cases a request for additional services to help can be made or an Education, Health & Care Plan (EHCP) request made. This is where needs are more complex or severe and greater support is needed beyond the schools' core offer.

If a child already has a statement, this will continue to be supported. A phased programme for converting statements to education, health and care plans started in November 2014 and should be completed by the end of 2018.

EHCP application follows these general processes :

- The school, or parents, can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, in which the specific needs your child are assessed, and are considered in detail as to where/how these needs might be met
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. This process should take place in 6 weeks. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and possibly lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). This process is completed in 20 weeks. If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.
- There may be an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

The types of support in the TVP that could happen can be seen in our **PROVISION MAPS:**

**Support SEND in the Valley Partnership Jan 2021 \*See COVID update on last page**



SEND Provision map for Cognition and learning  
SEND Provision map for Communication and Interaction  
SEND Provision map for Sensory and or Physical  
SEND Provision map for Social, Mental and Emotional health

These can be found on our website linked under the SEND pages and are flexible as your child may have specific different needs that need to be mapped out.

#### **Q4. What should I do if I think my child needs more help in school?**

Teachers are available at end of the school day\* to talk to parents about any concerns. A separate time can be arranged to have a longer discussion if necessary. The SENDCo be contacted by e-mail at either school: Webber's: [admin@webbers.devon.sch.devon.uk](mailto:admin@webbers.devon.sch.devon.uk) or telephone 01823 672510 and in the case of Burlescombe school: [admin@burlescombe.devon.sch.uk](mailto:admin@burlescombe.devon.sch.uk) 01823 672521. The SENDCo is happy to meet with parents to discuss any concerns and agree the way forward.

#### **Q5. How will the school let me know if they have concerns about my child's progress in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Begin the DAF process as needed.

#### **Q6. How is extra support allocated to children and how do they progress in their learning?**

The school budget, received from Devon County Council, includes money for supporting children with SEND.

The Executive Head teacher of Federation decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors. These decisions are based on needs of the children in each school.

The Head and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

#### **Q7. Who are the other people providing services to children with SEND in this school?**

School Provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants mainly working with either individual children or small groups.
- ICT support in the form of writing, maths, typing and spelling programmes.
- Teachers and Teaching Assistants offering support for children with emotional and social development through Thrive, Yoga and sensory brain type activities.



Local Authority Provision - delivered in school when necessary:

- Educational Psychology Service
- Devon Information Advice and Support ( DIAS) <https://www.devonias.org.uk/>
- Speech and Language Therapy
- Behaviour Support Team

Health Provision - delivered in school when necessary:

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHs)

**Q8. How are the teachers in the school helped to work with children with SEND and what training do teachers have?**

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties including Dyslexia, Autism and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Educational Psychology service, Vranck House and the Speech and Language Service.

**Q9. How will the teaching be adapted for my child with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children in their class (including using small steps targets) and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including using small steps targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs

**Q10. What support do we have for you as a parent of a child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal profiles will be reviewed with your involvement termly.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.



- You may be involved in team around the Family meetings (TAF), part of the Early Help process.
- The DIAS is available to give further impartial advice and support should you need it. Their website address is:  
<https://www.devonias.org.uk/>

#### **Q11. How are Webber's and Burlescombe accessible to children with SEND?**

- The Webber's school site has a main building that is difficult due to internal stairs and door widths in a listed building however, the new buildings provides wheel chair access and there is access via a small step to the main playground. Burlescombe site is accessible and only has 1 set of steps that can be circumnavigated.
- There is a disabled toilet on both sites
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Quiet areas and calming down zones in the form of designated spaces are provided for children who need a space to support their emotional needs. Please see our disability/access plan for more information. This can be found on our website under policies and other information.

#### **Q12) How will we support your child when they are joining this school, moving on to another class or leaving this school?**

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a number of taster sessions, if this is appropriate.
- The SENDCo will contact teachers and the SENDCo based in other schools.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Personal profiles or provision maps will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting, to which you will be invited, will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.



- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

### **Q13. How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. This is based around SEAL. <http://www.theschoolrun.com/what-primary-seal> . They also follow **JIGSAW** programme delivery along side teacher personalised sessions

However, for those children who find aspects of this difficult we offer:

- Thrive, yoga and sensory brain type activities, usually run by a teaching assistant. This follows the principles of listening to children, showing empathy, making children feel important and being playful. It is run on a needs basis, responding to the needs of the individual.
- A range of extra-curricular groups that children are invited to join. Some may be targeted to meet needs.
- Lunchtime and playtime support through planned activities and groups. This may sometimes take the form of 1:1 lunchtime and playtime support for children to develop skills in play and social interaction.

If your child still needs extra support, with your permission the SENDCo will access further support, possibly through the Devon Early Help process and perhaps request advice and support from external agencies.

### **\*COVID 2021 UPDATE**

- 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 remote in circumstances where they are unable to physically meet