

**Furzeham Primary and Nursery School**  
**SEND Report to Governors. 2016/2017**

Welcome to our SEND Information Report for learners with Special Educational Needs and Disabilities. This information is updated annually.

**Special Educational Needs and Disabilities Co-ordinator (SENDCO)-**

**Mrs Hilary Bligh.** She is a trained teacher and her main job is to identify children's special needs and help organise support for them. She works with parents, teachers, children and other professionals who may be involved. Mrs Bligh works 2 days a week and can be contacted through the School Office.

**SEND Governor-Mrs Deborah Horn.**

**Admission Arrangements**

We are a mainstream Primary and Nursery School and admit children from age 3 to 11 including children who have special needs.

Admissions for pupils with Statements or EHC Plans are managed by Torbay's Special Educational Needs and Disabilities (SEND) section that follow the SEND Code of Practice and consult formally with the governing body of our school to establish whether the school can meet your child's needs. The broad areas of special needs and disabilities at Furzeham include:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

**Furzeham Primary and Nursery School SEND Profile**

We have a SEND register and separate registers for those with a Pastoral and /or Medical Need.

Our SEND profile for Autumn 2016 shows we have 18 (6%) children identified as having SEND. Of these children 9 are boys and 9 are girls. This is made up of the following groups:

- 4 are identified as having SEND linked to Communication and Interaction
- 12 are identified as having SEND linked to Cognition and Learning,
- 0 are identified as having SEND linked to Social, Emotional and Mental Health.
- 2 are identified as having SEND linked to Sensory and Physical Needs.

2 children have Education and Health Care Plans and 1 has a Statement, whereby the Local Authority provides a "top-up" element of funding for the school. The Annual Reviews for these children will be in November 16 (1 child) and July 17 (2 children)

The child who has a statement is in Year 5 and this will be transferred to an EHCP in 2017, as directed by our Local Authority.

**Identifying the SEND of pupils**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

**Has a significantly greater difficulty in learning than the majority of others of the same age, or**

**Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.**

Where pupil progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered from teachers, assessments, parents and pupils. There can be many reasons for learners “falling behind.” These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning.

### **Our Approach to Teaching Learners with SEND**

At Furzeham Primary and Nursery School we ensure that all our pupils are valued and have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential. To assist with this:

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice. (2014)
- We acknowledge and draw on parents’ knowledge and expertise in relation to their own child.
- We have an effective cycle that allows us to Assess, Plan, Monitor and Review for the next steps of development.
- The children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of a high quality.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- We have a nurturing ethos throughout the school. We use the THRIVE program, with children being seen individually and in groups and have teaching assistants in all classes who help with Pastoral concerns.

### **Support for Children with SEND**

If a learner is identified as having SEND, we will provide support that is “**additional** to “or “**different from**” the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching, intended to overcome the barrier to their learning. Other adaptations might include:

- Varying the pace of teaching, use of ICT, visual timetables, personal reward systems or the use of specialist equipment.
- Teaching Assistants may be allocated to work with the pupil on a 1:1 basis or in a small focus group to target more specific needs.

- When appropriate an Individual Plan would be written identifying specific activities and learning objectives. We try to involve parents, children and outside agencies with this. The Plans are written and reviewed termly.

### **Progress made by pupils with SEND**

Children receiving intervention support will periodically be assessed, in line with the rest of the school. These results are then analysed by the Deputy Head, Class teacher and SENDCO. Some children may need further interventions, others may have caught up. We particularly wish to scrutinise the impact of the interventions.

Interventions include, Daily Rapid Reading, Writing Groups, Precision teaching of key words (reading and spelling) and Maths intervention programmes.

Children, who have a Statement, EHCP, have been seen by an Educational Psychologist or an Advisory Teacher will have had Individual Plans written and their progress will be assessed against the objectives set.

### **SEND Funding**

The main use of the funding is to employ Teaching Assistants for all classes as we feel high quality personnel can produce the best results. We will also buy suitable resources as needed. Interventions for children with the greatest need are carried out by the teaching assistants within the class and across classes. This is to ensure the best possible outcomes for the child.

### **Staffing.**

Because of the workload the SENDCO has worked and will continue to work extra days as required. This has been supported by the Supply Budget.

Staff Development is becoming a priority because of the complex needs of some children. Individual staff are encouraged to undertake training which is then cascaded to others.

### **Work with Outside Agencies.**

There is a termly Forum for the SENDCO to share ideas with other SENDCO's in the Bay. In school there is a termly meeting at which the Educational Psychologist, Advisory Teacher, Primary Mental Health Workers and School Nurse meet to discuss children and how to fulfil their needs.

We have an Outreach Teaching Assistant working in the Reception class weekly to advise and support a Hearing Impaired child.

A Speech Therapist sees children and writes programmes to be followed by parents and staff. The Speech Therapist is working weekly in school with a child, parent and teaching assistant.

There is regular dialogue with the Child Paediatrician. The Advisory Teacher and Educational Psychologist have visited school, spoken to parents and assessed children. The resulting reports and objectives have been acted upon.

The Advisory Teacher has been to monitor the EHCP of 2 children. For 1 child we have called an Interim Review to discuss her progress and placement.

### **What should I do if I think my child may have Special Educational Needs?**

- Meet with your child's teacher.
- A request to meet the SENDCO

- A request to meet with the Head Teacher
- A letter to the Governors

Please read this report in conjunction with our Local Offer, SEND Policy, Admissions Information and Accessibility Plan.