

SEND Information Report 2014-15

Provider: Homelands Primary School

1. What special education provision is available at our setting?



What do we do here to meet your needs?

- A variety of support and interventions are available within our school.
- We have dedicated Special Educational Needs and Disabilities Coordinator (SENDCo), Speech and Language Teaching Assistant, Pastoral Worker and Early Years SENDCo roles at Homelands.
- Several staff have had training in the 'thrive' approach. We have a fully trained 'thrive' coordinator, two fully trained 'thrive' practitioners and the whole Early Years team have had training on the introduction to the principles of 'thrive'. We are currently developing these roles to create a whole school 'thrive' approach.
- Several staff have had Makaton training to support children's communication.
- We have several staff that are highly experienced in supporting children with Autistic Spectrum Condition and a staff member has attended the Early Bird Parenting course. These skills are in the process of being developed to provide an element of in-house family support.
- Our staff are highly experienced in supporting children with a range of special and additional needs such as Dyslexia, Dyspraxia, Autism and a range of Speech, Communication, Language and Literacy needs.
- We have built up strong relationships with the Local Authority, Health and Social Care through children that we are currently and have previously supported in school. This includes the Educational Psychologists, SEN Advisory Teacher, School Nurse and Social Workers.
- We also have a great relationship with our Speech and Language Therapist who visits us once a fortnight. Our dedicated Speech and Language TA then follows up on the advice and guidance given, in addition to a range of other strategies and programmes that support Communication, Language and Literacy development.
- There are additional services and provision that your child may have access to at Homelands, including: a range of intervention groups or individual support for Speech and Language needs, Pastoral support including Behavioural, Social and Emotional support, English and Maths support.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

- We are an inclusive provider and will consider placements for any child aged between 3 and 11 years whose parent(s)/carer(s) wish them to access our provision.
- All children are welcome to attend our school, regardless of their needs and we follow the guidance as laid out in the Equalities Act 2010. We will discuss the individual needs of a child with their parent(s)/carer(s) and identify how we will be able to support them, working in partnership with appropriate outside agencies and parties as necessary.
- Once a child's needs have been established, we can access additional training and resources to ensure that we are appropriately able to make every reasonable effort to enable a child to access our school and curriculum.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

- Initially, when a child starts at Homelands, we will obtain information from parent(s)/carer(s) and any previous early years setting or school that the child attended to inform our understanding of their needs and how to meet them.
- Once a child is with us, they will undergo continual formative assessment and observations, alongside statutory summative assessments to ensure that their progress is carefully tracked not only according to national age related expectations, but also from their own individual starting points.
- This information is regularly shared with parents both through formal Parents' Evenings as well as regular informal dialogue at either the request of the parents or the teacher, to share concerns. If there are concerns about a child's progress or about specific needs or areas of difficulty, these will be discussed with the Headteacher and/ or SENDCo to determine the best way forward.
- At Homelands, class teachers make regular assessments of progress for all pupils. These are our 6 and 12 week reviews. This regular monitoring and tracking of children's progress and attainment happens across the school and allows staff to identify if any child is making lower than expected progress in relation to both national expectations and their age and starting points. If a child is failing to make adequate progress, class teachers will explore the possibility of a Special Educational Need or Disability (SEND).
- If a need is identified, with parental consent we will initiate appropriate interventions and/ or obtain advice and guidance from external specialists and agencies to establish how best we can support a child.
- We will follow the advice and guidance set out in the SEND Code of Practice 2014.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

- Here at Homelands we recognise that parent(s)/carer(s) are the first educators of their children and know them better than anyone; we work in partnership with them to support their child's personal and academic development.
- Families are welcome to view the school if they wish their child to join us and we ensure that families are made aware of the admissions process through the Local Authority as well as the Admissions Policy of the school.
- A phased transition of a period of part time is used for our youngest children in Nursery and Reception, to ensure they feel secure and happy when they begin with us.
- The school operates an 'open door' policy for parent(s)/carer(s) to speak to staff when they need to do so. Additionally, formal Parents' Evenings, daily informal dialogue and conversations at either the request of the parents or the teacher, or communication through a Home-School diary allow opportunity to discuss any questions or queries. Parent(s)/carer(s) will also receive annual written reports. There are opportunities for parent(s)/carer(s) to give feedback about aspects of the school on a regular basis to ensure needs are met.
- For parent(s)/carer(s) of children with Special Educational Needs there will be additional opportunities to discuss their child through the likes of Individual Support Plan review sessions, Annual Review meetings if their child has a Statement, reports from outreach services and additional SEND questionnaires.
- Children play an active part in their own development at Homelands. Children may well take part in pupil conferencing, complete a pupil questionnaire or can discuss any issues or concerns with a teacher or teaching assistant. There is also a School Council made up of pupils representing each of the year groups from Reception to Year 6 to enable children's views to be heard.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

- We ensure equality for pupils through the guidelines and practice of our Equal Opportunities Policy.
- Every pupil, including those with Special Educational Needs receives Quality First Teaching from all teaching and support staff. Homelands is an inclusive school so all pupils learn together with a differentiated curriculum aimed to meet their individual needs and abilities. This approach enables the pupils to progress and attain to their full potential; narrowing the attainment gap between those pupils who are behind age related expectations and those that are at or above.
- Teaching is adapted in a range of ways to suit the variety of needs of our pupils; this may include using different or additional resources, such as: visual timetables or personalised reward systems; the pace and pitch of the teaching being adjusted; using additional adult support; or using computing technology. For those children that Quality First Teaching is not enough and an additional need has been identified, extra support in the form of supplementary resources and/or interventions will be offered to support these needs.
- For pupils with highly complex needs that require specialist support or equipment to enable them to access their learning, we may need to contact specialist support agencies from the Local Authority or other specialist provision. Where this is necessary, we would have regular discussions with parent(s)/carer(s), the pupil and the Local Authority. Individual Support Plans may be created with input from all involved, including the parent(s)/carer(s), specialist support agencies and the SENDCo.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

- At Homelands we provide a broad and balanced curriculum for every pupil. We provide this in a variety of ways to enable all pupils to access their learning, such as differentiated teaching or additional/different resources. In addition, we may offer:
 - small group support in class from the teacher or teaching assistant
 - use of visual or auditory support, such as using interactive whiteboards
 - learning in a specific way to meet a child's particular learning style
 - specialist equipment e.g. support chairs, writing slopes
 - provision of individual/visual timetables and checklists
 - the use of additional technology such as Tablets
 - Writing frames, story mapping or other ways to scaffold a pupil's learning.
- We also offer a variety of extra-curricular activities; curriculum days or weeks, such as Sports Week; out of school residential visits and day trips.
- We would use any advice or guidance from support agencies or follow Individual Support Plans to ensure all pupils are able to access the curriculum.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

- In addition to the various skills of the teaching team at Homelands, we have a range of people in place to ensure we can access additional resources and equipment for our pupils. This includes our dedicated SENDCo, Speech and Language Teaching Assistant, Pastoral Worker, Early Years SENDCo and our SEN Governor.
- We also have a variety of in-school diagnostic tools that enable us to ascertain the additional needs of pupils. We can then contact specialist services from the Local Authority and other specialist agencies for expert guidance and equipment to support us to meet these needs.
- As an inclusive school we will make every reasonable effort to meet each pupil's needs. If there is specialist support or resources that we need, we will try our hardest to acquire these; however there may be occasions where this is just not possible and there may be alternative provision that can better suit the needs of particular pupils with specific requirements.

8. How is this provision funded?



Who pays for this?

- Homelands, like every maintained primary school receives funding for every pupil to meet their needs. Provision for meeting the needs of pupils with special educational needs is funded by our notional SEN budget, which enables us to provide equipment and resources, including staff to support every child's needs. In addition to this, some pupils will qualify for Pupil Premium funding.
- If it is identified that we need additional support to meet a pupil's needs above our typical staffing ratios and resourcing, we can apply to the Local Authority for additional funding. For children with complex additional needs that require an Education, Health and Care plan (EHC plan), formerly a Statement of Special Educational Needs, there may be an additional budget, monitored by the Local Authority. This is referred to as a Personal Budget and each case is assessed by individual need.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

- All classes have the support of a teaching assistant and sometimes other additional adults, such as 1:1 support staff for pupils with more complex additional needs. Support staff assigned to year groups work flexibly as needs dictate.
- There are also a range of interventions across the curriculum, including Reading, Writing and Maths as well as resources to support coordination or sensory needs that can be accessed individually or within a smaller group.
- If a pupil has additional needs that require learning support above and beyond the skills of the team, we would acquire support from elsewhere, including specialist services from the Local Authority, such as the Educational Psychologist, Visual/Hearing Impairment Advisory Teachers or the SEN Advisory Teacher.
- The staff team will also signpost and encourage parent(s)/carer(s) to access additional services and support for particular needs, such as parent groups for specific needs or alternative provision.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

- As an inclusive school, we want to support every pupil to feel safe, secure, loved and have a sense of belonging in our learning community. To enable us to support this, we have had several staff trained in the 'thrive' approach. We have a fully trained 'thrive' coordinator, two fully trained 'thrive' practitioners and the whole Early Years team have had training on the introduction to the principles of 'thrive'. We are currently developing these roles to create a whole school 'thrive' approach.
- We also have the benefit of a dedicated Pastoral Worker who is able to offer both individual and group support both in and out of class for children who may have emotional needs, have suffered a loss in the family or require behavioural support. We may offer 'thrive' plans for individuals who require additional emotional support.
- As a whole school we have a very positive behavioural approach and promote high expectations for all in school. We work in partnership with parent(s)/carer(s) to provide an holistic approach to meeting pupil's emotional needs; if we need additional guidance to meet a pupil's needs, we will seek further advice from other agencies such as the Educational Psychologist, School Nurse or Child and Adolescent Mental Health Service (CAMHS).
- We have a designated room that provides a quiet, calm space for children to have some time to themselves to manage their feelings with the support and guidance of an adult where necessary.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

- Pupils joining Foundation Stage will have transition support by means of a home visit made by the Foundation Stage staff to find out important information about them. Additionally to this, there is a series of planned short transition sessions in school. Our Foundation Stage staff will meet with the staff of the feeder pre-schools to discuss key information they need to be made aware of, including if the pupil needs any extra support. Pre-school pupils normally come with a My Learning and Development document that documents their progress in learning and development to date. A staggered part time transition will take place in September.
- If an early years pupil has been identified with SEND prior to entry, the Nursery/Reception teacher and SENDCo will become involved as soon as possible to aid a smooth transition. Where an Education, Health and Care plan is in place, a meeting with the parent(s)/carer(s) and all the professionals involved will be held, again, before starting with us. Similarly, the relevant teacher and SENDCo will become involved with a child in any age group with additional needs to ensure an appropriate, smooth transition.
- Moving through school, children with SEND will have personalised transition plans in place that will include a meeting with parent(s)/carer(s) and relevant staff; they will also have several visits to their new classroom. The current class teacher and SENDCo, when appropriate, will support the new staff that the pupil is moving on to, to promote a consistent approach to meeting the pupil's needs.
- For pupils with additional needs in Years 5 and 6, Secondary transition is discussed at parent/carer consultations and/or Annual Reviews. There is a joint programme in place between us and our local Secondary schools that enables pupils to visit them at key points over both academic years, supported by familiar staff from Homelands. We also encourage parent(s)/carer(s) to visit their preferred Secondary schools and speak to the SENDCo there. In addition to this, during the summer term of Year 6, staff from feeder Secondary schools visit us to discuss the needs of all pupils and extra transition arrangements are put into place for children with additional needs.
- When a transition happens outside of the typical transition points, wherever possible, staff will try to meet the new teacher or at least make contact to ensure a smooth transition.
- Our Pastoral Worker leads a transition group for targeted Year 6 pupils to offer additional support in preparing them for the move to Secondary school. Topics that are covered in these sessions include coping with change and the pupils are given many opportunities to discuss their concerns.
- All pupil records including their targets, individualised programmes, levels of additional support, care plans and assessment information are sent on to their new school, providing we are aware of where this is.
- Parent(s)/carer(s) are similarly supported through transition by means of opportunities to ask questions or air concerns. We also encourage parents to speak directly with the new SENDCo.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

- As well as support in class with learning, there are support mechanisms for pupils during unstructured time such as playtime and lunchtime; this includes Peer Mediators; Meal Time Assistants; games; and activities that encourage pupils to work together. For pupils with particular difficulties an individual plan may be written to document the support needed.
- Some children have Home-School communication books to ensure daily contact, which supports collaboration between parent(s)/carer(s) who are not always able to speak with school staff on a daily basis.
- If we need further support for any pupil and/or their family we can contact outside agencies through a referral system; this may include Chestnut Alternative Provision, Mayfield, the Educational Psychologist, School Nurse or Child and Adolescent Mental Health Service.
- For pupils with additional physical needs, assessment by and intervention from an Occupational Therapist may be needed. Implementation of recommendations by an Occupational Therapist or Physiotherapist is made by an allocated member of staff. Some children may need additional resources which we try to provide wherever possible.
- Some children need extra support from the Speech and Language Service. Referrals are made from our school and we have an allocated Speech and Language Therapist who visits us on a fortnightly basis. Where a more specialist assessment is needed a referral is made to the outreach service; any strategies or recommendations are implemented by teachers and teaching assistants with support from the SENDCo.
- There will be pupils who require extra support in the form of medical intervention, above and beyond that of simple first aid. Relevant staff members are trained specifically to support pupils with these needs, such as the delivery of Epipen medication, or the application of specialist skin cream, etc. Staff members are trained as needs arise and new pupils will be unable to join us until staff have had such appropriate training to ensure the health and safety of every pupil.
- We also signpost families to additional local family support services available via the Torbay Directory, found at www.torbaydirectory.com.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

- Here at Homelands we have a range of extra-curricular activities and clubs provided by both school staff and outside providers. These after school activities vary, depending on the age of your child and are fully inclusive so any child can attend. Some of the clubs available include peripatetic music lessons for the drums and guitar; sports clubs; and cookery club.
- We also provide a Breakfast Club that is run by school staff, which pupils can attend for a small daily fee. This has been found to be very beneficial to families, for example, those that have an early start to get to work; and also with supporting the improvement of attendance.

14. How do we identify, assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

- Targets are set and reviewed for all pupils in the key areas of Reading, Writing, and Maths; attainment is shared with parent(s)/carer(s) via 'traffic light cards' on a termly basis.
- Pupils with SEND may have individual targets with smaller steps that will be looked at more frequently. Parent/carer meetings are held as needed to discuss progress for SEND children, as well as Individual Support Plan review meetings or Annual Review meetings for children with an Education, Health and Care plan. The children work with staff to review targets and set new ones. The SENDCo monitors that targets are regularly reviewed and reflect the needs of individual pupils.
- Teaching staff review pupil progress at 6 and 12 week intervals.
- Parent(s)/carer(s) with additional concerns can make an appointment to discuss their child's needs and progress. These meetings may sometimes involve other professionals involved with the pupil e.g. an Educational Psychologist or the School Nurse.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

- The SENDCo develops a Plan of Action for each year and monitors the progress with the Headteacher.
- The SENDCo and the class teachers review each identified pupil's progress and look at the evidence that supports this. Evidence from SATs and other standardised tests is used to assess the progress being made. Other teacher assessments and observations are also used to assess progress.
- Other information that may be used to measure achievement could be pupil attendance, the number of exclusions, the number of children moving between Key Stages, the number of children on the SEND register and the outcome of an Intervention.
- Termly meetings with the SEN Advisory Teacher supports the SENDCo to ensure appropriate interventions and strategies are in place for SEND pupils.
- Our 'open door' policy and positive relationships built up with our pupils and families encourage communication on the effectiveness of interventions and support for their children.
- Termly conferencing of SEND pupils and their parent(s)/carer(s) enables us to capture the views of our children and families.
- Some of the views of our children include:
 - "The Literacy work with Mrs. Hughes; nouns, pronouns, adjectives and verbs has really helped me."
 - "Mrs. Peet helps me break my spellings down."
 - "Really good support when I'm angry or sad."
 - "I'm happy with the support I'm getting."
 - "I get enough support...it helps people control their behaviour... it keeps me calm when I'm angry."
 - "Nothing needs to change."

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

- The staff at Homelands have a range of specific skills in supporting Speech and Language, Pastoral needs and a variety of learning needs, such as Dyspraxia, Dyslexia and Autism. In addition to this, continuing professional development is a key factor in ensuring that our staff have the appropriate skills, knowledge and understanding to meet the individual needs of all pupils.
- In-house training is provided across the academic year, as well as external training being accessed as appropriate to up-skill staff in individual areas of SEND. Support is also sought from external agencies to meet the specific needs of individual pupils dependent on need.
- Both the Early Years and Primary SENDCo Forum are regularly attended by the EY SENDCo and SENDCo respectively.
- The School Nurse offers support, advice and guidance for individual health care plans to support individual needs, e.g. how to administer a particular medicine that a pupil needs on a daily basis.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

- Verbal dialogue between staff and parent(s)/carer(s);
- Home-School diaries;
- Parents' Evenings;
- Bespoke parent meetings or telephone conversations to update and inform of any concerns.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

- We always aim to resolve any issues informally and we positively encourage parent(s)/carer(s) to communicate any concerns verbally in the first instance. If you are unhappy about anything to do with our school or the support that you or your child are receiving from us, your child's class teacher is the first point of contact.
- Additionally, the SENDCo and/ or the Headteacher are also very happy to meet you to discuss any queries or concerns. Please make an appointment to see them via the school office.
- If concerns remain, our Complaints Policy outlines the procedure to follow. This document can be downloaded from our school website (see details overleaf) or a printed copy can be requested from the school office.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

- If your child does not currently attend Homelands and you are considering applying for a place, you are most welcome to visit us for a tour of the school and have a discussion with the Headteacher and/ or the SENDCo.
- If you wish to find out further information about Homelands, then you can contact us in the following ways:
 - Come in to see us, telephone us on 01803 328264 or email us at contactus@homelands.torbay.sch.uk to raise a query or request a Parent Information Pack;
 - Visit our website for additional information: <http://www.homelands.torbay.sch.uk>;
 - Our address is:

Homelands Primary School
Westhill Road
Torquay
Devon
TQ1 4NT
- Alternatively, you can find us on the Torbay Family Information Service website: <http://www.torbay.gov.uk/fis>;
- You may also wish to read our OFSTED inspection reports on the OFSTED website: <http://www.ofsted.gov.uk>.

Headteacher: Mrs. Stephanie Colegate

SENDCo: Mr. Mark Treadwell