



Special Education and Disabilities

What does Special Educational Needs mean ?

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

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

What kinds of Special Educational Needs does the FORT Federation- Awliscombe C of E School make provision for?

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

- 'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'
- 'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

How does FORT Federation- Awliscombe C of E Primary School know if a pupil requires extra help ? What should parents do if they feel that their child has special educational needs ?

Children who are showing signs of difficulty or are not making expected progress academically and/or socially will be assessed through a variety of observations, class-based assessments and diagnostic assessment. Parents will also be consulted to see if any changes or difficulties have been noticed or have occurred at home. Teachers and support staff will share any concerns with the SENCo who will arrange further assessments (formal and informal) and liaise with other professionals where appropriate.

Similarly, if parents have any concerns they should contact their child's teacher in the first instance.

How will school staff support my child?

We are an inclusive school with a strong commitment to meeting the needs of all our pupils. Our team of teachers and Learning Support Assistants (LSA) work together to ensure that lessons include a range of tasks and ways of working and that extra curricular activities are accessible to all pupils. All our planning is highly differentiated within class for all children in the school and staff are constantly monitoring all the children they work with on a day to day basis.

Children who have been identified as having special educational needs will be placed on the school SEND register.

Teaching staff, parent or a child will have identified an area of concern in one of the three main areas: cognition and learning, emotional/ behavioural, or sensory and physical. An IEP (Individual Education Plan) will be drawn up showing intervention and support as well as targets. The targets will have been identified by the teaching staff, child and if needs be outside agencies. Devon Assessment Framework (DAF) forms will be completed.

DAF 1 Family Information and Assessment: a voluntary form completed with the consent of the parent. All new born children now have a DAF 1.

DAF 2a My Plan: completed with a lead professional alongside the parents and young person. This identifies the intervention and support needed as well as the outcomes/targets that need to be met by an individual.

DAF 2b My Education Health & Care (EHC) Plan : For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory EHC plan. This replaces statements.

How will I know how my child is doing?

Teachers will meet with parents each term to discuss targets for your child. There is an open door policy for parents to discuss their child's needs at any point of the year. This may be with the class teacher or SENCo.

IEP's are reviewed termly, but can be reviewed at any point that the child makes sufficient progress or where more assessment is needed to support their needs.

Children are constantly being observed and progress noted. We have a robust system of reviewing our provision each term to ensure that interventions are effective, progress towards IEP targets is being made so that all pupils are achieving.

If a child has a statement or DAF 2b EHC plan then an annual review will take place.

How will the curriculum be matched to my child's SEN?

All our teachers and LSAs strive to use a range of strategies and resources to make sure that pupils enjoy and achieve within their classroom. We aim to provide a curriculum that is relevant

and helps children to become as functionally literate, numerate, communicative, independent and confident as possible in an environment that promotes positive learning experiences. It is based on quality first teaching provision with all staff working alongside teachers to support children with SEND individually, in small groups or within class based situations.

Planning is differentiated to ensure that all children can access the curriculum. Children who have been identified as having difficulties or specific needs may be taught as a 1:1, within a small group or with the support of a LSA in a larger group. Booster groups may also be used. Materials and resources may be adapted to allow children to access the curriculum.

Thrive, Fun Fit, priority reading, emotional and social skills groups as well as targeted English and Maths intervention groups may be used. Support with homework is also offered. Some children may follow specific programmes from outside agencies. The impact and effectiveness of any such additional support will be continually monitored and assessed.

Where appropriate, additional risk assessments and personal plans are in place for children with additional needs to allow them to safely access activities and events (i.e. swimming, fire evacuations, school trips).

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

We have access to the full range of Local Authority specialist services in education, health and social care. School staff are supported by the SENCO, Speech and Language Therapists, Educational Psychologists, School and Community Nurses, Communication and Interaction Team, Behaviour Support Team, Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS (Child and Adolescent Mental Health Services, Counsellors, Multi-Sensory Support Teams and Specialist Teacher Advisors (maths and English) where and when appropriate.

All of our teachers are fully qualified and are supported by the school's SENCOs and external agencies to ensure specific needs are met. Where circumstances change or develop, relevant staff are trained to meet any needs. We have staff trained in a number of specific programmes to support children including Thrive, Fun Fit and British Sign Language (BSL).

What training is provided for staff supporting children and young people ?

All of ur teachers are fully qualified, they also have the support of the SENCo and external agencies to ensure specific needs are met. It is important that staff working with a child are trained within the setting to ensure a positive and effective program of support is in place. On going professional development is key to ensure staff remain updated and skilled; all staff have access to training each year.

What support will there be for the child's overall wellbeing ?

We are committed to helping all children stay safe and healthy, enjoy their time at school and help them to grow into mature and caring young people who make a positive contribution to the school and the wider community. We have a robust safeguarding policy and protocol in place and medical needs are managed with support from specifically trained external staff and staff regularly undergo relevant training including First Aid.

Within school we have staff trained in emotional development which is undertaken as a whole class within PSHE and on an individual basis if necessary; this includes daily support for children's emotional understanding through a Thrive programme. Classes and individuals are assessed each term and adjustments to support and targets made accordingly. Parents will be informed and asked for consent if children are identified as requiring a 1:1 program of support.

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

Every child has the opportunity to access all educational opportunities outside the school including sporting events and trips and where necessary additional adult support is arranged. Provision is again highly differentiated within the planning and carried out during all trips including residential. Children's needs and concerns will be discussed with parents as necessary and are considered on a risk assessment.

 **How accessible is the school environment?**

Our site has a number of access points : the main road access is the widest entrance with double gates that can be opened if needs be, there is also access from the side road and the back of the school although the ground here is a little uneven. Double doors to the main building allow for easy access and there is a disabled toilet in this building. The Swans / Cygnets class room has a disabled toilet and a wide sloped path as well as steps. As the school is situated on a small but steep hill, care needs to be taken at times (weather, in the dark), this road terminates in the car park and a track leads to the surrounding farmland. Our school field requires us to walk up the hill as does access to the Church; children are always accompanied by an adult at these times. Our wild area is situated on a slope and the ground is uneven. Our playground is fully accessible. Most classrooms have an external door.

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

We can offer a structured induction for your child if necessary and we liaise closely with other schools to ensure that transition both to and from our school is as smooth as possible. We will liaise closely with families about children's needs while waiting for information from their previous school. We work extremely closely with our local secondary school, Honiton Community College, and there is a well established and highly successful transition programme in place for all children. Children currently attend Learning Community events at HCC to familiarise themselves with the setting, staff and children from other local schools. This can be further enhanced for those children who experience more difficulties at this time.

 **How are the school's resources allocated and matched to a child's SEN?**

Pupils will be allocated resources based on their individual needs. If, in exceptional circumstances, we consider that a pupil needs extra resources, we will apply to the Local Authority for more funding.

 **How will the school decide how much money is spent on my child?**

The school's budget is used to provide a wide range of support outlined in this document. Your child will have access to this support according to their needs. Support for pupils with the

highest level of need will be outlined in Education, Health and Care (EHC) Plans and for those children with lower levels of need, information from parents, other professionals and school staff will be used to plan that support which can be paid for within the school's budget. If required additional funding can be applied for.

How are parents involved in the school?

We have a termly parents evening. Additional meetings are arranged as needed and may include sharing individual educational plans and support that is being given.

Children with a statement or EHC will have an Annual Review meeting.

Awliscombe School Association are very active and incredibly supportive. They meet half termly to arrange social and fund raising events as well as helping to improve the school grounds with wild area clearing days. The main events are the half termly kids café, May Day, a pamper night, quiz or bingo event and they provide refreshments at all school events.

We are in the process of establishing a School Council and Eco Council as well as sports leaders, peer mentors and family group leaders. These roles encourage independence, confidence and decision making as well as developing social skills and ensure children play a key part in running the school.

Parents and carers are welcome to our weekly Church service each Thursday. Everyone is invited to special services - Harvest, Christmas, Easter and Leavers.

We also involve parents through our Sports Days, parent forums and school trips. Parents are also welcome to volunteer in school and should contact the classteacher or office if they wish to do this. Volunteers are required to complete a DBS, the office can arrange this.

Where can I gain more information?

Devon SEND : information about Special Educational Needs and Disabilities in Devon.
<https://new.devon.gov.uk/send/>

Devon Local Offer: information about provision Devon Education Authority expects to be available in the area for children and young people from 0 to 25 who have SEN.
<http://www.devonsendpathfinder.info/local-offer/>

Devon and Advice Support (previously Devon Parent Partnership): confidential and impartial information, support and training for parents and carers who have children (age 0-25 years) with additional educational needs.
<http://www.parentpartnershipdevon.org.uk/>