



Devonshire Primary Academy SEND Policy



Adopted by Governors/HT: HT
Review period: Annually
Last review date: May 20
Person responsible for policy: Mrs D. Nixon

DEVONSHIRE PRIMARY ACADEMY SEND OFFER

THE SENCo

Our School Special Educational Needs Co-ordinator is Mrs D Nixon. She can be contacted via the school office or by telephone 478271.

THE SEND PROVISION PROVIDED BY THE SCHOOL

At Devonshire Academy we have high expectations for all children. We strive to create an inclusive and rich learning environment which recognises the achievement of all pupils and enables them to reach their full potential. To achieve this some children will need additional special needs provision.

This provision may include:-

- Differentiated curriculum
- Small group work
- Teaching Assistant Support in all classes
- Specialist Support Assistants
- Learning Mentor Support
- Intervention programmes
- Access to external agencies for support and advice

ARRANGEMENTS FOR IDENTIFYING THOSE WITH SPECIAL EDUCATIONAL NEEDS AND THE PROCESS FOR INFORMING AND CONSULTING PARENTS

There is on-going assessment of children's learning throughout the school year. Each term teachers assess children's work in reading, writing and mathematics as part of the whole school assessment cycle. From these assessments teachers attend pupil progress meetings with the senior leaders in school. At this meeting individual children's progress will be discussed.

For some children who may not be making as much progress as expected intervention or 'catch up' programmes will be discussed and implemented. For other children it may be appropriate for school to seek advice of outside agencies, in these cases a discussion will be held with parents to explain school's concerns and parental consent will be sought.

There may be other times throughout the year that teachers have concerns regarding a child who may have or develop an additional need; in this case teachers will discuss concerns initially with the SENCo, who will in turn invite parents in for a meeting to plan a way forward. This initial meeting may involve phase leader and class teacher.

Pupils with special educational needs and disabilities and their parents or guardians are involved, through the "plan, do and review cycle" and in the different and graduated stages of provision to

meet their needs. Targets and progress are shared with parents to keep them fully informed about their child's learning.

All parents have the opportunity to attend parents' evenings twice yearly usually in Autumn and Spring term. The SENCo is available in addition to the class teacher on these occasions to meet with parents as required.

A mid-year progress report is given out in Spring followed by a progress report at the end of each academic year.

The SENCo and class teachers are also available throughout the year to discuss concerns with parents. A mutually convenient time will be arranged for the meeting and if appropriate other professionals may be invited to attend.

HOW THE SCHOOL DEVELOPS ITS OVERALL TEACHING AND ADAPTS THE CURRICULUM TO ENSURE PUPILS WITH SEND ARE INCLUDED

Our assessment of the children's learning is paramount. Teachers assess children's learning styles and learning needs and deliver a creative curriculum in a vibrant learning environment which empowers children to develop good communication skills, independence, problem solving skills, resilience and collaborative learning skills.

Clear learning objectives and success criteria are identified for all pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children's learning. Our marking policy celebrates children's successes and identifies next steps for progress.

Our Senior Leadership Team (SLT) and subject leaders ensure that teaching observations are undertaken and that teaching staff are consistent in employing our teaching and learning policy. Termly pupil progress meetings between teaching staff and SLT assist in identifying children's specific learning needs and any subsequent interventions that may be needed or planned.

HOW PROGRESS IS MEASURED AND REVIEWED

Assessment of progress is undertaken throughout the year. Pupil progress data is submitted termly and the pupil progress meetings are led by the data that has been submitted.

The Senior Leadership Team (SLT) and the Class Teacher analyse the data looking for any issues or concerns. A professional discussion takes place, and the SLT will look at the steps that need to be taken in order to support a child or a group of children who are not achieving their targets or a child who is exceeding his/her targets.

Every child has targets for literacy and numeracy. Teachers will use effective differentiation, appropriate interventions, Teaching Assistant Support, small group work, and learning mentor support to meet the range of needs within the class.

THE TRANSITION PROCESS/ARRANGEMENTS THAT SCHOOL MAKES FOR CHILDREN ENTERING AND LEAVING THE SCHOOL

Parents and carers of Nursery and Reception children are invited to visit school for an Induction Meeting. The SENCo is available at this first meeting, along with School Nursing Service and Pupil Welfare Officer. School have arranged a "School Ready" session for new families to discuss the skills needed as children start reception. Every nursery and reception child has a home visit with the teacher and a member of support staff. If a child has Special Educational Needs and Disabilities, the SENCo will attend this home visit to gather information about the child.

The school receive Early Years records and information from other nursery settings. The SENCo attends any transition reviews with nursery settings, to ensure good information sharing and a smooth transition for new starters. This enables parents to meet with key staff and discuss any concerns or issues.

As part of Non-Routine Admissions children may be admitted to other year groups across the school if places are available. Parents are invited for an Admission Meeting at the school when information will be gathered and shared. If a child has additional special needs provision the previous school will be contacted for further information. A transition review meeting will be arranged if appropriate. Records will be requested and shared with appropriate staff.

Our local secondary schools make arrangements to see their pupils before transfer to Year 7 and our children visit their new high school during their last term with us. A child may be offered the opportunity to make additional visits so that he/she are well prepared and feel comfortable in his/her new secondary school. Our learning mentors can support these additional visits.

Transition review meetings may be held with the secondary school to share information. This enables parents to meet the SENCo for the high school and establish that key contact. This helps to ensure that the child's transfer to secondary education is as smooth and problem free as possible.

HOW THE SCHOOL SECURES ADDITIONAL SERVICES FOR CHILDREN WITH SEND

If additional advice or support is required for your child this would always be discussed with you in the first instance. Some of these referrals require a parental signature for consent.

Referrals in to an appropriate service would be made by the SENCo. This could include:-

- Speech and Language – NHS or school's own provider
- Behaviour Advisory Teacher
- Inclusion team
- EYSEND service – Early Years Special Needs and Disabilities
- Sensory and/or Physical Needs Service
- School Nurse Service
- Educational Psychology Service
- CAMHS – Child and Adolescent Mental Health Service
- Student Support Team

- Trinity Bereavement Services
- Children's Well-being Practitioners
- Young Carers

HOW THE EFFECTIVENESS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION IS ASSESSED, EVALUATED AND REVIEWED AND HOW CHILDREN AND THEIR PARENTS TAKE PART IN THIS

The Senior Leadership Team and Middle Leadership Team monitor the provision for SEND throughout the school. This may include classroom observations, walk through, planning and work scrutiny, book look, moderation and pupil interviews. Parents are invited to Parents Evenings twice per year. Parents are invited to attend all review meetings for their children. The child will be invited to complete Pupil views and attend the meeting as appropriate. Parents are invited to SEND Reviews and can contribute directly to their child's targets. Pupils are involved in target setting and are made aware of the next steps in their learning.

Parents may also receive support from the Blackpool SEND Information, Advice and Support Service –SENDIASS. The Blackpool Local Offer provides information on services and activities which may benefit their child – a link to this is within the school website.

HOW FACILITIES THAT ARE AVAILABLE ARE ACCESSED BY CHILDREN WITH SEND

Lessons are differentiated, planning is adapted and teaching styles are varied in order to respond to the learning styles and needs of all pupils. Teaching staff use a wide range of resources including ICT to address children's individual needs. The SENCo has good links with external agencies in order to support teachers with additional advice and strategies to meet the needs of their pupils.

INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SEND AND HOW SPECIALIST EXPERTISE WILL BE SECURED

All school staff have access to relevant training to support the needs of the school and pupils and to enhance their own professional development. Staff have opportunities to cascade their learning to colleagues and share good practice. The school is part of the Blackpool Schools Partnership which shares training opportunities with other Blackpool schools. Devonshire Academy is also part of the Blackpool Multi Academy Trust, linked with Park Community Academy (a Special School), Anchorsholme and Revoe Learning Academy. Termly meetings are held with the Education Psychologist and MAT SENCOs. This relationship enables further sharing of expertise and knowledge across the four schools.

When it is felt necessary, following a discussion with parents, specialist advice and expertise can be sought from a range of external agencies such as Advisory Teachers, Education Psychologists, Speech and Language Therapists, School Nurse, Health Visitors, CAMHS etc.

School staff have a wide range of experience and training which includes:

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Attachment in the classroom	Team Teach Positive Handling	Learn the Child
Hanen Speech and Language Training	Numbers Count training	ELKLAN speech and language training
Phonics Training	"Early Help" training	First Aid
Level 1 Child Protection Training	Communication Champion	Level 2 Child Protection Training
Challenging Behaviour in Autism	Social Communication, Understanding and Autism	Sensory Issues in Autism

EXTRA CURRICULAR CLUBS OFFERED BY THE SCHOOL AND HOW THESE CAN BE MADE ACCESSIBLE FOR PUPILS WITH SEND

Devonshire Academy offers a range of activities which are open to all pupils regardless of their needs. These include Art Club, Fit to Go, Football, Cookery, Healthy Eating, Choir, Gardening, Newspaper Club, Homework Club, Dance Club, Multi-Sports Club, Netball Club, Bocchia and Gymnastics Club. All staff who deliver the clubs are made aware of children's additional needs and of any adjustments that need to be made to ensure full access to the activity. Additional staff can support children on a 1:1 basis if this is necessary. Parents are kept informed of the clubs offered by the school and also of activities within the local community for children with SEND e.g. Blackpool Polar Bears Swimming Club, PIP – Play Inclusion Project, local Children's Centre activities and timetable etc.

ARRANGEMENTS MADE BY THE GOVERNING BODY FOR THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES, CONCERNING THE PROVISION MADE IN SCHOOL

Any complaints will be dealt with in accordance with Devonshire Primary Academy's Complaints Procedure which can be found on the school website.

The named governor for SEND is Mr Nic Hall and in his absence, Mrs Barbara Houghton.