



## TEACH Trust Special Education Needs and Disabilities (SEND) Information Report 2019 - 2020

### What is the Local Offer?



Every local authority must have a Local Offer that is available on the internet and must make sure that people without access to the internet can also see it. The Local Authority must tell children, young people and their families how they can find out more about the Local Offer.

[https://search3.openobjects.com/mediamanager/poole/fis/files/the\\_local\\_offer\\_for\\_send\\_support.pdf](https://search3.openobjects.com/mediamanager/poole/fis/files/the_local_offer_for_send_support.pdf)

Poole's Local Offer can be found via this link:



Local Authorities are required to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms the TEACH Trust's contribution to the local offer. Furthermore, the changes in the Children and Families Bill affect the way children with Special Educational Needs or Disabilities (SEND) are supported in schools. The new approach began in September 2014 and the SEND Code of Practice places pupils at the centre of planning. Young people and their families should be involved in discussion about support they need, so they can share their knowledge and feed back to the school on the pupils' progress.

It is the intention of the TEACH Trust schools to work collaboratively with families, in order to coordinate the working approach to the SEND Code of Practice. Fundamental to the Code of Practice is the belief that children and their families' involvement is central to securing the best outcomes for pupils with Special Educational Needs.

We pride ourselves on being an inclusive Trust with a range of expertise in supporting a wide variety of needs. We are committed to the professional development of staff and they are supported well to meet pupils' needs, either from direct training in school or external specialist advice.

Our motto is 'Children First' - every child matters. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. The Trust policy for SEND is available on each school's website.

In line with the BCP's Graduated Approach, additional and/or different provision is intended for children with a range of needs, including:

- **Cognition and Learning** - Moderate learning difficulties. Specific learning difficulties such as dyspraxia, dyslexia, dyscalculia
- **Sensory, Medical and Physical** - Hearing impairment, sensory processing difficulties epilepsy, physical impairment
- **Communication and Interaction** – Autistic spectrum condition, Asperger's syndrome, selective mutism, speech and language difficulties
- **Social Emotional and Mental Health** - Attention deficit hyperactivity disorder, emotional needs, social interaction difficulties, anxiety issues, attachment difficulties

Link to the Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



**Who are the best people to talk to in school about my child's Special Educational Needs and/or Disabilities (SEND)?**

**The Class Teachers**

The class teacher has full accountability and responsibility for all the children in their class, including children with additional needs.

He/ She is responsible for:

- Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's needs.
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, intervention, additional support, etc.) and letting the SEND Team know as necessary.
- Communicating specific targets, sharing, and reviewing these with parents at Parents Evenings or IEP meetings.
- Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work.
- Knowing the needs of the pupils and planning their lessons accordingly to meet these needs.
- Ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments could be made to enable them to be included and make progress.
- Teachers and support staff attend training that is relevant to the needs of groups or specific pupils.

**The Special Educational Needs Coordinator (SENDCo)/Inclusion Lead:**

**Mrs S. Chandler** – Ad Astra Infant School

**Mrs J. Hardwicke** – Canford Heath Infant School

Our SENDCos are either SENDCo accredited or currently undertaking the SENDCo qualification, have experience of working in a range of mainstream schools and in supporting pupils with SEND.

The SENDCo is responsible for:

- Coordinating support for pupils with special educational needs and/or disabilities (SEND) and developing the Trust's SEND Policy to ensure, where possible, that pupils receive a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting



## What are the different types of support available within the TEACH Trust for pupils with SEND?

All children and young people with SEND will have an identified primary area of need and many will have additional needs across a range of other areas. Every child is unique and it is important that it is the individual child and their range of needs which are addressed when deciding how best to support them.

The TEACH Trust staff use a graduated response provision map in order to identify need and provide targeted support. Each of the **4 areas of need**: 'Cognition and Learning'; 'Communication and Interaction'; 'Social, Emotional and Mental Health', and 'Sensory and Physical' have been broken down into 3 phases of support. These are: 'Quality First Teaching', 'Universal SEND Support' and 'Statutory' (EHCP) Level of support'.

### Quality First Teaching: (Universal)

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This will include the robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family.

### SEND Support: (Universal Plus)

Where Quality First Teaching approaches have not been sufficient to meet the child/young person's needs and they now require more focused, targeted support, they will be identified as having SEND. In some instances, more specialist advice is sought, and the advice implemented and reviewed. Quality First Teaching, including evidenced, robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.

### Statutory: (EHCP)

Only a small percentage of children/young people with SEND will require the support of an Education, Health and Care Plan. When a child/young person's needs are **complex, severe and long term** and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEND support options, a statutory assessment of the child/young person's needs will be undertaken. With support, Quality First Teaching, including evidenced, robust use of the 'assess-plan-do-review cycle', rigorous teacher oversight, and close liaison between the setting and family will continue.

### **What do I do if I have a concern about my child's development or learning needs?**

If you have a concern about your child's development or learning needs, please discuss this initially with their class teacher. The SENDCo will be made aware of your concerns via a SEND concern form. A member of the SEND team may observe your child in class, and with permission, carry out specific assessments depending on the need. The results of these assessments will inform next step planning and you may be invited in for a meeting to discuss your child's needs and provision further. If your child has needs above those at Quality First Teaching (universal support), then your child will be added to the school's Special Educational Needs and Disabilities (SEND) register. They will also have an Individual Education Plan (IEP), which is created collaboratively between the school, pupil and parents/carers.

If you feel your concerns have not been acknowledged, then please contact the SENDCo via the school office. It is in everyone's interests for concerns /complaints to be resolved as quickly as possible. Our SEND complaints procedure is as follows:

- The Class Teacher deals with the complaint initially – the complainant needs to feel they have been listened to and that all the points raised have been addressed.
- If the matter remains unresolved, the complaint will be dealt with by your child's Year Leader.
- If there is no further resolution, the complaint is then dealt with by the SENDCo or another Deputy Head Teacher. The Head of School should become actively involved.
- If at this stage, there is still no resolution, then the complainant should use the school's complaints policy.
- In the unlikely event that the matter is still not resolved, the complainant could take this complaint to the Local Authority or request independent disagreement resolution. The school will make further information available about this process on request.

### **Where can I get independent advice/support?**

Parents should note that support is available via **BCP SEND Information, Advice and Support Service (SENDIASS)**. This is an independent service offering advice and support for parents/carers in Bournemouth, Christchurch and Poole. This is a service to support parents/carers and young people.

Tel: 01202 261933

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=34Y-7exstzQ>



### **How will I know if the school has concerns about my child's development or learning needs?**

The class teacher or SENDCo will contact parents/carers if there are any concerns. Parents/Carers will usually be invited into school to discuss these concerns in more detail to gain a full picture of your child. Your child's academic levels and progress will continue to be carefully monitored, and if there are concerns regarding progress, these levels will be shared and explained to you.

Following this initial meeting, the SENDCo may undertake further observations of your child during lessons and we may complete some school-based assessments to determine if there are any potential specific learning or developmental difficulties. Parents/Carers will be informed of the outcomes of any assessments undertaken in school. Whilst these in-school assessments are being undertaken, your child may be added to the monitoring section of the school's SEND register.

It may be determined that your child requires additional and/or amended support, above and beyond Quality First Teaching, in order to make progress and access learning. Where this is the case, your child will be identified as requiring SEND support. Your child will be placed on the school's SEND register at School Support level. Children with this level of need will have an Individual Education Plan (IEP) with personalised short-term targets. This plan will be shared and reviewed by the class teacher termly, alongside the pupil and in partnership with parents/carers, so that the best possible outcomes are planned effectively. IEP meetings will be an opportunity to discuss your child's SEND needs in more detail, and are additional to our allocated parents' evenings.

Below is an example of an Individual Education Plan (IEP):

Insert  
Picture  
Here

## Individual Education Plan for *Name*

Stage: **K**

Date of birth:

Gender:

Class:

Year group:

Teacher

Start date:

Review date:

Plan number: 1

Areas of strength:

Areas of need:

### Targets

Area of Need:	Target:	Success criteria:	Strategies and Provisions	Key Staff
Spelling	Learn to spell high frequency words.	Correct spelling of high frequency words.	Flashcards, bingo, software.	
Writing	Use correct punctuation.	Improvement in quality and quantity of written work.	Checklist card, posters, basic skills mat on desk.	
Number skills	To recognise number bonds to ten without apparatus.	Correct on 1 out of 5 occasions.	Posters, task cards, rhymes, games.	

### Summary of discussion

Parent/Carer comments:

Teacher comments:

### If my child is placed on the school's SEND register, will they always stay on?

Some children may need to be on the register for much of their time in school. Others will move off the register when they have caught up or made sufficient progress in line with their underlying abilities, and their needs can be met through Quality First Teaching.

### **When is SEND School Support not enough?**

Occasionally, the support provided does not result in enough progress being made, due to ongoing and long-term complex needs and difficulties. Despite high levels of regularly reviewed support and intervention, through the graduated approach, the child/young person's progress may still be very limited, and this indicates that long term specialist input and/or additional resources may be required to continue access to the full curriculum and to allow participation in school activities. If this is the case, the school (in consultation with parents/carers and external professionals) will consider making a request to the SEND Statutory Services Team at the Local Authority for consideration of an Educational and Health Care Plan (EHCP). Where appropriate, the school and the SEND Statutory Services Team will support parents/carers through the completion of this request.

#### **Statutory: (EHCP)**

Only a small percentage of children/young people with SEND will require the support of an Education, Health and Care Plan. When a child/young person's needs are complex, severe and long term and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEND support options, a statutory assessment of the child/young person's needs will be considered. With additional support and appropriate funding, we would like to ensure Quality First Teaching, including evidenced, robust use of the 'assess-plan-do-review cycle', rigorous teacher oversight, and close liaison between the setting and family continues.

### **Why might the school seek external advice and support?**

On occasion, where additional support in school has been implemented, and progress is still a cause for concern in a graduated response, the school may seek additional advice from, and additional funding for, specialist agencies to help plan the next steps. This may include referrals to the Dorset Speech and Language Therapy Services, Community Paediatrician, Outreach Services, Hearing and Vision Support or Children and Adolescent Mental Health Service (CAMHS). In a few specific circumstances, this may also involve referrals to the Educational Psychology Service, however, this service is at limited capacity and has high thresholds for referrals. Parental permission will always be sought before contacting any external agency for advice.

We work closely with a range of services:

- NHS Dorset Speech and Language Therapy
- Hearing Support Services
- Vision Support Services
- Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)
- Children and Young People's Social Care

- School Nurse
- GPs and Health Visitors
- Paediatricians (community and hospital based)
- Child and Adolescent Mental Health Service (CAMHS)
- Dorset Special Educational Needs Team
- Family Outreach and Attendance Team
- Outreach Support Services (Montacute, Winchelsea and Longspee)
- BCP Educational Psychology Service

Financial support may be needed in order to implement and facilitate some external provision (such as OT and Physio), and on occasion, the school may seek additional funding for those services.

### **What does SEND provision look like in your Trust?**

Children who are on the SEND register will have an Individual Education Plan (IEP) and provision map, and each year this information is transferred to the next class teacher, so staff are aware of the needs of pupils in their class. Staff receive ongoing support throughout the year, and annually will take part in SEND conferencing with the SENDCo; this is an opportunity to have a detailed discussion about the needs and provision of all children with SEND in their class. Staff support may also include training from the SENDCo, specialist agencies or other professionals with relevant experience. Newly Qualified Teaching staff receive additional support and training in meeting the needs of pupils. Staff training and development needs are identified as part of the Trust's appraisal system and carefully reviewed.

Additionally, our pastoral care team adopt a 'whole child' approach, supporting pupils to feel emotionally secure at school. We have a full time Pastoral Care Worker in each school, as well as a trained Emotional Literacy Support Assistant (ELSA) to support pupils with their emotional needs.

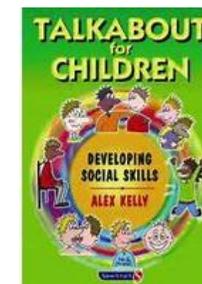
We also work extremely closely with a local special school, and where appropriate, seek advice and support from their experienced staff.

**Subject to appropriate levels of resourcing to meet need, we intend to offer the following specialised equipment and facilities for pupils with SEND:**

- Well-resourced pastoral room.
- Wide range of speech and language resources.

- A wide range of inclusive classroom resources including writing slopes, a range of supportive writing implements, ear defenders, coloured reading rulers, sensory and fiddle toys.
- Access to designated sensory spaces.
- Wheelchair accessible site.

Staff are also trained in a range of interventions to support learning and development.



### How do you know that the provision is working?

We strive to ensure that all pupils with SEND are happy and thrive in school, and their progress is monitored closely. All of our interventions have assessment measures, which staff can use to baseline children and assess their progress over time. If a child has made measurable progress from their starting point, then staff can calculate the rate of progress (below expected, expected or accelerated). The rate of progress will inform staff of the impact the provision has had on the pupil and whether or not it should continue or if further adaptations need to be made.

As a Trust, we measure children's attainment and progress in learning against national and age related expectations. The class teachers, Year Leaders and full Senior Leadership Team will track the progress of individual children. They regularly monitor classroom practice through a variety of methods: work scrutiny, planning scrutiny and classroom observations. The SENDCo and/or SEND HLTA will also carry out specific SEND learning environment walks and feedback findings to staff in order to inform next step planning and provision. The Trust board also tracks pupils' progress and monitors teaching and learning standards regularly.

### How will you prepare for my child with an additional need to join your school?

#### Pre-school to EYFS transfer

All new children starting EYFS will be invited to visit the school prior to starting. The transition is carefully planned to allow for a gradual and smooth transition. Some children may require several visits to become familiar with their new surroundings. Photo passports will be created for all children to further support this process.

For children in pre-schools who are already identified with SEND, a meeting is arranged between the setting SENDCo, parents/school to ensure that key information is shared. Parents are able to explore any concerns or questions they may have. At this meeting, any additional support will be discussed, as we would like to plan for appropriate provision and early intervention where possible.

### **Key Stage 1 to Key stage 2 transfer**

Many pupils will transfer from our TEACH Trust infant schools to our junior schools (often Ad Astra to Haymoor Junior and Canford Heath Infant to Canford Heath Junior). The SENDCos intend to oversee all plans regarding transition, with transition plans undertaken in the summer term to ensure that pupils with SEND are prepared for the transfer.

Year 2 and Year 3 staff and both pastoral teams work closely together to ensure that the transfer is as smooth as possible. The close working relationship between the SENDCos across the trust means that parents of pupils identified with SEND should feel reassured to know that there is a consistent approach for them and the transfer of information and support for these pupils should be successful.

Where children transfer to junior school from other feeder infant schools, the SENDCo will aim to liaise with the SENDCo and pastoral staff of the feeder school to ensure that the needs of the pupils can be met and that all information has been shared with staff. A meeting can be arranged with parents to explore any concerns or questions they may have. At this meeting, any additional support will be discussed, as we would like to plan for appropriate provision where possible.

### **In-year transfer**

For pupils joining us in year from other schools, an initial meeting with parents will be offered to discuss any needs and concerns. If your child has specific needs, please ask to see the SENDCo prior to start date to ensure we are fully prepared for your child's first day. In addition, the SENDCo will contact the feeder school to ensure that all relevant information is transferred.

## **What happens when my child leaves your school?**

### **Children leaving our setting**

We will liaise with receiving schools for all 'leavers', ensuring that all key information is shared once your child is on roll.

### **Moving from KS2 to Secondary**

For cohorts of children leaving the school at the end of the key stage, we identify any vulnerable pupils and arrange for additional visits where necessary. The school's SENDCo, pastoral care worker and Year Six staff work together to lead a programme to support transition during the Summer term.

Transfer planning meetings can be arranged with the SENDCo at the receiving school. If a pupil has complex needs and an Education, Health and Care Plan (EHCP), a transition meeting with parents and staff from both schools will be arranged – this meeting may also be the pupil's annual review of their EHCP. The pastoral team and SENDCo ensure that all relevant paperwork is passed on and all pupil needs are discussed and understood.

### Who completed this form?

**Miss N. Brown**

Head of School

**Mrs S. Chandler**

Inclusion Lead

**Ad Astra Infant School** - 01202 602113 - [office@adastra.poole.sch.uk](mailto:office@adastra.poole.sch.uk)

**Mrs J. Hardwicke**

Inclusion Lead

**Canford Heath Infant School** – 01202 380015 - [office@chis.poole.sch.uk](mailto:office@chis.poole.sch.uk)

**Mrs K. Astle**

Deputy Head Teacher and Inclusion Lead

**Haymoor Junior School** - 01202 659290 - [office@hjs.poole.sch.uk](mailto:office@hjs.poole.sch.uk)

**Mrs L. Short**

Inclusion Lead

**Canford Heath Junior School** – 01202 676393 – [office@chjs.poole.sch.uk](mailto:office@chjs.poole.sch.uk)

**Last reviewed:** January 2020

**Review Due:** January 2021

## Appendices

	<b>Ad Astra Infant School</b>	<b>Haymoor Junior School</b>	<b>Canford Heath Infant School</b>	<b>Canford Heath Junior School</b>
% of children with SEND from September 2019	16%	16%	16%	16%
Inclusion Lead	Mrs Chandler	Mrs Astle	Mrs Hardwicke	Mrs Short
Speech and Language Coordinator	Mrs Mott	Mrs Mott	Mrs Baker	Mrs Baker
SEND HLTA	-	-	Mrs Baker	Mrs Baker
Pastoral Care Worker	Mrs Young	Mrs Killahena	Mrs Lippitt	Mrs Bates
ELSA	Mrs Sandford	Mrs Wilson	Mrs Baylis	Mrs Fleming
Home Academy Liaison Officer (HALO)	Mrs Specterman	Mrs Specterman	Mrs Specterman	Mrs Specterman
Medical Administration Officer	Mrs Cox	Mrs Stickley	Mrs Denton	Mrs Falleson

## Acronyms Glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AS	Asperger syndrome
ASC / ASD	Autistic Spectrum Condition /Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CDDT	Complex Developmental Disorders Team
EHCP (EHC Plan)	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
HSS	Hearing Support Services
OT	Occupational therapist
PD	Physical Disability
Physio	Physiotherapist
SALT	Speech and Language Therapy

SENDCo	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and /or Disabilities
SEMH	Social Emotional and Mental Health
SLCN	Speech Language and Communication Needs
SpLD	Specific Learning Difficulties
VSS	Vision Support Services