

THE RALEIGH FEDERATION



Drake's Church of England Primary School,
Middle St, East Budleigh, Devon EX9 7DQ

Telephone: 01395 443871
Fax: 01395 443871
Email: admin@drakes.devon.sch.uk



Otterton Church of England Primary School,
Otterton, Budleigh Salterton, Devon EX9 7HU

Telephone: 01395 568326
Fax: 01395 567338
Email: admin@otterton-primary.devon.sch.uk

SEND Information Report

All schools are supported to be as inclusive as possible, with the needs of pupils' with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

Our school SENCo (Special Educational Needs Co-ordinator) is Mrs Beky Stannard. If you would like to see Mrs Stannard, an appointment can be made with her through either School Office or via her email address senco@raleighfederation.org.uk

Our SEND policy is currently being reviewed in line with the new regulations.

What is the Local Offer?

The LA Local Offer:

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The local authority (Devon County Council) will publish a 'Local Offer' to explain what provision is available locally to children and young people who have special educational needs.

Details of the local offer can be found on the link to the website below:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>



We are the Hands and Feet of God

What kinds of special needs does the Raleigh Federation cater for?

As mainstream primary schools, ranging from 4 to 11 years of age, we currently have children at our schools with a wide variety of needs – communication and interaction, including speech and language issues, autistic spectrum condition, hearing impairment, cognition and learning, global delay, dyslexia, dyscalculia, short term memory issues, auditory processing issues, social, emotional and mental health issues, and sensory and physical needs, which have included cerebral palsy and epilepsy.

What can you do to help my child?

Our dedicated team of teachers and support staff ensure that every child receives 'quality first' teaching, which means that the teacher is responsible for making sure every child has access to and enjoys a rich and varied curriculum and is able to learn and achieve their full potential. Work is often differentiated and many classes have a Learning Support Assistant in place to support children in learning across the Curriculum.

Where a child might need extra support to address a specific need our SENCo is always on hand to help staff access and monitor individuals, and suggest and implement specific support programmes. These include intervention to help with Maths, Literacy and other Specific Learning Difficulties (SpLD).

We provide a wide range of support interventions. We also connect with other schools, across the Exmouth Learning Community, to access more specialist support, for example the Primary Support Partnership.

Our love of the outdoors is especially helpful to those children who struggle in the classroom and we are able to provide allotment-based outdoor experiences, as well as a wide variety of other outdoor and sporting pursuits.

How does the school know if my child needs extra help? What do I do if I think my child might have special educational needs?

Our teachers, SEN Team and SENCo robustly monitor all the children in our school to check that they are making expected and better than expected progress. We use a variety of assessment tools to ensure we know exactly where your child is in relation to their own personal targets for learning and age related expectations. These include Maths, Reading and Early Literacy assessments, Speech and Language Link, and a variety of tools and tests recommended to us by our Educational Psychologist to assess specific barriers to learning.

If the teacher has any concerns about your child's progress they immediately discuss this with the SENCo and between them they will gather all the relevant data. Often further assessments will be completed with your child and at times our Educational Psychologist will be asked to come in and help us pinpoint any learning issues. You will be kept informed at every point in the process.

Before and shortly after your child starts at Drake's or Otterton School their teacher will meet you and your child and discuss any areas of specific need they may have or be concerned about. In the summer term prior to starting school all children have the opportunity to come into school for Taster Days, which provide several occasions to chat. We will also look at paperwork and records passed to us by your child's nursery or preschool setting. If your child



We are the Hands and Feet of God

has already been identified as having additional needs or has an EHC Plan or DAF 'My Plan', our staff might visit them in the preschool setting to ensure we have all the information we need to fully support them as they join our school.

If you have concerns, as always, pop in and talk to your child's teacher, or email or come and see our SENCo, Beky. She can be contacted via senco@raleighfederation.org.uk

How do you make sure your school policies and procedures have a positive impact on my child and on other children?

We have a robust monitoring and assessment cycle, which means that we are constantly looking at how all children in the school are progressing, both against their own individual targets, and against the national data and Age Related Expectations.

We have a designated SEN Governor (Mrs Corinna Tigg) who also monitors the work of our SEN team and meets regularly to discuss how well we are addressing all our children's needs. Reports about general progress in SEN are given regularly to the governing body who play an active part in being our 'critical friends', challenging us and helping us to ensure even better outcomes for your child.

Our SENCo is part of the strategic senior leadership team at school, emphasising our commitment to ensure the best outcomes for ALL our children.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

One of the advantages of small, inclusive schools like ours, is that we all know every child very well. Everyone works together to achieve the best possible outcomes. When your child is achieving in line with their peers, additional support may no longer be needed.

Once your child is receiving SEN support, both the teacher and SENCo will monitor them very closely to ensure that progress is being made. All children on our Special Needs Register receive SEN support, sometimes through the "My Plan" / DAF 2a process. As well as the normal 10 minutes termly parent-teacher meetings, you might also be asked to come to a longer meeting each term with both the teacher and the SENCo, to review your child's progress, attainment, needs and interests in more detail and to assess how well we are all doing in meeting their needs.

Annual reports provide more information about your child's progress and you will always receive copies of reports from outside agencies.

For children with a Statement of Educational Need or Education Health Care plan, long term aims and specific objectives are reviewed in an annual meeting with the child, their family, the Raleigh Federation staff and outside professionals supporting the child.



We are the Hands and Feet of God

How will staff support my child? How will the curriculum be matched to my child's special educational needs?

Every child is important and our staff are highly trained professionals who strive for excellence in every area. We realise that our staff are one of our greatest assets and invest hugely in their professional development to ensure the highest quality standards of teaching. Being reflective practitioners we are constantly reviewing what we do and trying to make the educational experience and outcomes at the Raleigh Federation even better for your children.

All staff in the Raleigh Federation have training to support children with special needs, and many are specialists in certain areas, for example Speech and Language difficulties, Autism, Hearing Impairment, Dyslexia, Mental Health issues. All our teachers are excellent at providing what the government terms 'quality first' teaching. This means you can be certain that your child is receiving an excellent, well balanced educational experience in the classroom, where they can thrive alongside their friends. Each lesson is differentiated (adapted) to suit your child's level of need, to ensure they can achieve in each subject.

Every morning, during Maths and Literacy, most classes have at least one highly trained Teaching Assistant who works alongside the teacher to help all children achieve their potential. Teachers and Teaching Assistants work with ALL groups of children as needed. Your child will have the same amount of 'teacher time' as others in the class. Where needed, for short periods of time, children may be taken outside the classroom to work with specialists on specific areas which are proving barriers to their learning in the classroom. This is for short measurable amounts of time, with specific goals in mind, for example to teach a specific spelling rule, to boost reading or to work on social and emotional resilience.

How do you adapt the curriculum and learning environment for children with special educational needs?

As detailed above, our teachers ensure that the needs of all learners are met through a challenging, yet differentiated approach to the curriculum. The school has a legal duty to ensure that all children have access to the full curriculum. Teachers adapt their teaching to target differing needs in the classroom, and may do this by differentiated resources and tasks, using extra adult support, breaking down teaching and learning into achievable chunks, scaffolding, use of signing or visual prompts, or access to technology.

We make every effort to ensure children can physically access all areas. We have some adaptations for wheelchair access and access for those with limited mobility manageable. We already work closely with the Local Authority to make sure we have professionals who can advise us on a variety of adaptations as necessary for the children in our school. Please see our Equality Policy and Accessibility Plan on our website for further details.

How is a decision made about the type of help and how much support my child will receive?

With you and your child, we will go through a rigorous process of assessment to ensure we fully identify and address their needs. Decisions about support will be made with you and your child, in discussion with the class teacher, SENCo and Head Teacher, drawing on expertise and advice from other professionals where appropriate.



We are the Hands and Feet of God

How will my child be included in activities outside the school classroom including school trips and clubs?

We aim to include children in every possible activity both inside and outside the classroom. School trips are planned around the needs and aptitudes of all children and rigorous risk assessments are undertaken to ensure all children can safely access activities.

At Drake's and Otterton we have a wide variety of after school extra-curricular activities which have included craft, chess, art, drama, cooking, choir and a variety of sports clubs. All of these have been attended by children with additional needs.

What support will there be for my child's overall well-being?

Our ethos is all about achieving together in a Christian school, which means everything we do is underpinned by Christian values of love, compassion, honesty, respect, courage and faith. We know our school is an incredibly supportive place for children; a safe, welcoming environment, where they can thrive in every area, and develop into the wonderful young people they were designed to be.

As well as outstanding pastoral care provided by all staff, your child might be offered an adult 'mentor', who will be available to talk to throughout their school career and who will regularly check in with them. Those children requiring extra support with social, emotional or mental health needs will be assessed for our Thrive programme and where necessary referred to specialist professionals.

Who should I talk to about my child's needs?

Your child's class teacher is the first person to talk to as they have overall responsibility for your child's progress and development in the school, and they know them the best! You are also welcome to contact the SENCo, Beky Stannard, if you would like to talk further. She can be contacted most easily via email on senco@raleighfederation.org.uk.

What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

All staff are trained to identify when there are barriers to learning and to respond appropriately. Our SENCo, teachers and teaching assistants have a wide range of qualifications, training and experience of working with children with a wide range of needs including:

- Autistic Spectrum Condition
- Speech and Language Disorders
- Social Interaction and Communication Difficulties
- Emotional Difficulties
- Cerebral Palsy
- Epilepsy
- Hearing Impairment
- Moderate Learning Difficulties
- Developmental Disorders
- Profound and multiple difficulties



We are the Hands and Feet of God

- Physiotherapy
- Behaviour Support

In addition we have close links with other professional, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, hospital departments, Social Workers, CAMHS, School Nurse, Paediatricians, etc.

How does the school manage the administration of medicines?

The school is currently reviewing its policy regarding the administration and managing of medicines, which will be available shortly on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversees the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Most staff hold first aid qualifications, which are updated regularly.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

We have thriving PTFAs (Drake's PTFA and Otterton's OCESA) who do a huge amount of fundraising for our schools and run various events. They can be contacted via either school office.

Parents regularly come in to help in the younger classes, and on school trips etc, and we run parent meetings throughout the year, focusing on how you can support your child's learning.

We also have two active parent governors who help to ensure things run smoothly in all areas of our school life.

Will my child be involved in making decision about their education?

Yes, of course, in an age appropriate and sensitive way. There may be conversations better suited to grown-ups only, but your child has the most important voice!

If I think something could have been handled in a better way, what can I do?

Please talk to your child's class teacher initially to resolve any misunderstandings, but again, feel free to contact the SENCo, Head Teacher of Chair of Governors and make an appointment should you feel this is necessary. Information about formal complaints procedures can be found on the schools websites.



We are the Hands and Feet of God

Who else might be involved in helping my child?

At the Raleigh Federation we work together to ensure the best outcomes for your child, so all staff will be involved in a variety of roles in supporting children. In addition we have close links with other professionals, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, hospital departments, Social Workers, CAMHS, School Nurse, Paediatricians to name but a few.

Are there any other agencies I can contact for support and information?

Your child's teacher is always available to help you to support your child's learning and our SENCo can point you in the right direction of many agencies and organisations who can help to provide you with more specialist support and knowledge. These might include specific societies like the Dyslexia Foundation, Devon Information Advice Service, or websites which provide support groups for parents with children with specific needs. Please always ask. If we don't know, we work with a huge number of other specialist professionals who can help us find the answer.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school adopted a Behaviour Policy available on the school websites. If a child has significant difficulties, a Pastoral Support Plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.

The school has an Attendance Policy available on the school websites. Attendance is monitored daily. Lateness and absence are recorded and reported to the Head Teacher. The school works closely with The Education Welfare Service, www.devonldp.org/edwelfare. The EWS aim is to ensure that every child has the opportunity to benefit from a full time education by attending school regularly. The EWS can help and advise parents/carers who may be experiencing difficulties that prevent this. It is the responsibility of parents/carers to ensure their child attends school regularly and the EWS expects parents/carers to do all that is necessary to make sure this happens. Our Education Welfare Officer is Mrs Denise Corby.

How will you prepare my child for change, for example for the transition to secondary school?

In the summer term special care is taken to prepare our children with additional needs for September, although we start preparing for transition as early as Year 5. We make sure that children are carefully prepared for the changes to their school routine. Changes in staff and classroom or setting are negotiated through extra visits and additional time spent by the child with their future teacher.

Sometimes, photo booklets are created for each family with a child with additional needs, one copy being held and referred to in school and one copy being given at an early stage to the family. Additionally meetings are held between all professionals supporting the child.

Year 6 children have many opportunities to visit their secondary school and meet their Year 7 tutor. All SEN paperwork is passed on to the child's new school before they leave. We have a close relationship with our local secondary schools, and work in tandem with them and their



We are the Hands and Feet of God

Special Needs department to ensure that the exciting change from primary to secondary school is a positive experience for all children.

Should a child move from Otterton or Drake's to a Special School, or Special Provision in another mainstream school, transition arrangements are put in place to ensure smooth movement between the two settings.

What other information does the School provide?

Please also look on our websites for full details of our SEND policy, Equality Policy, Vision and Values, Behaviour and Anti-Bullying Policy, as all these documents show clearly how important the provision of support for SEN children is in our schools. Our web address is:

www.raleighfederation.org.uk

Our website also has further details on the broad and balanced curriculum provided for all our children on a class by class basis.

What role does the Local Authority play?

For information on services provided by the local authority, please see their Local Offer at <https://new.devon.gov.uk/send/5-15-years/>

We hope that you have found this information helpful.

If you have any further questions, please contact

Beky Stannard (SENCo)

on

01395 568326

or email

senco@raleighfederation.org.uk

Regards

The SEN Team at the Raleigh Federation



We are the Hands and Feet of God