

# Decoy Primary School

## SEND Information Report

### 2021 -2022



*Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. Namely provision which is **additional to or different from** that normally available in a differentiated curriculum.*

*In accordance with the Code of Practice (2015), Decoy Primary School regards pupils as having a Special Educational Need if they:*

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;*
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)*

Decoy SEND Policy: <http://decoyschool.co.uk/information/>

### **SEND Structure and Leadership**

- ✚ Mrs Vicky Stables is Decoy's SENDCo (Special Educational Needs and Disabilities Coordinator). She took on the role in January 2019 and completed the National SENDCo Award at Plymouth University in September 2020.*
- ✚ Decoy buys-in to Babcock's Educational Psychology Service and we have access to an Educational Psychologist for 8 days per year.*
- ✚ The SENDCo meets with our Educational Psychologist, Anne Willie to prioritise needs for the upcoming year. Further Plan and Review meetings will be booked in where necessary throughout the year.*
- ✚ Mrs Melissa Carson provides SEND admin support to the SENDCO and class teachers.*
- ✚ Mrs Carson is also our specialist Speech, Language and Communication Teaching Assistant and meets regularly with our Speech and Language Therapist Hannah Burton.*
- ✚ Mrs Sue Stevenson is our Pastoral Assistant and works 4 days a week with children from Nursery up to Year 6 either in class, small groups or 1:1.*
- ✚ Teaching Assistants (TAs) are deployed in each year group, as well as TAs who work more closely with individual pupils as part of our Wave 4 provision.*

Questions you may have as a parent or carer

Key Information

### School Policy & Procedure

What kinds of SEND do pupils in the school have?

Under the SEND Code of Practice 2015, pupils identified as having a special educational need and/or disability (SEND) are considered within one or more of the following categories of need:

- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Communication and Interaction needs**
- **Sensory and/or Physical needs**

Currently at Decoy we are supporting children with a whole range of needs including, but not exclusive to:

- Specific learning difficulties (SpLD) : dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- Moderate learning difficulties (MLD)
- ADD/ADHD
- Attachment Disorder
- Speech, language and communication needs (SLCN)
- Autism (ASD)
- Physical disability (PD)

How do you know if a pupil needs extra help?

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils (**Wave 1**). Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher (**Wave 2**).

Adequate progress:

- May be similar to that of the pupils' peers;
- Matches or betters the pupils' previous rate of progress;
- Closes the attainment gap between the pupil and their peers;
- Prevents the attainment gap growing wider.

	<p>Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will then work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.</p> <p>After discussion with parents, it might be agreed that the child is at <b>Wave 3</b> and they are added to the school SEND register. Children can move on and off the SEND register throughout their school careers depending on the support they need at that particular time.</p> <p>Children with more complex needs who need more support than is available at Wave 3, can be referred for an Education, Health and Care Needs Assessment through the Local Authority. This may result in an EHC Plan which identifies a child's educational, health and social needs and sets out the additional support required to meet those needs. (<b>Wave 4</b>)</p>
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### Day to Day Support

<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Teachers use collated information about the strengths and needs of individual pupils when planning how to implement the curriculum. This is to ensure that all pupils are able to access the curriculum and move forward with their learning.</p> <p>A variety of teaching styles are used to accommodate different learning styles. Where a bespoke curriculum is needed, differentiated resources and topics will be chosen to suit the learner.</p>
<p><b>How do teachers help pupils with SEND?</b></p>	<p>We aim to ensure that Quality First Teaching with appropriate differentiation is in place for all groups and individuals to enable access to learning as well as fostering independence.</p> <p>Additional provision is coordinated by the school's SENDCo and designed and implemented by teaching staff.</p> <p>In the past year this has included interventions such as:</p> <ol style="list-style-type: none"> <li><b>1. Communication and Interaction</b> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> </ul> </li> </ol>

- NELI & Languagelink
- Language and Communication Intervention e.g. Language for Thinking
- Communication and Interaction Mentoring
- Use of Picture Exchange Communication System (PECS) or picture cues
- VERVE & Attention Buckets
- Makaton sign language to support speech
- Use of access technology e.g. Communicate Inprint (Widgit)

## **2. Cognition and Learning**

- Reading interventions, e.g. Read Write Inc, 1:1 daily reading, Reading Buddies, TRUGs
- Working Memory intervention
- Maths interventions, e.g. Spot On with Number, Mind the Gap, Making the Difference, Sparx
- Spelling interventions e.g. Simultaneous Oral Spelling
- Interventions targeted at specific learning difficulties, e.g. Toe by Toe, Nessy

## **3. Social, Emotional and Mental Health**

- STAR Support (Special Time Around Relationships) which encompasses all of the following:
- Bespoke 1:1 or small group pastoral support
- STAR Snack (Reception provision)
- Draw and Talk
- Attachment Based Mentoring
- Targeted programmes for anger management, bereavement and/or loss, raising confidence, anxiety, belonging
- Mindfulness

## **4. Sensory and/or physical needs**

- Dough Gym
- Write from the Start - fine motor skills intervention
- Sensory Activities e.g. Sensory Circuits
- Use of iPads/Chromebooks and access technology
- Physiotherapy, supported by advice from the Occupational Therapy Service

	<p><b>Further Interventions which we hope to introduce or use again this year include:</b></p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Social Communication Intervention e.g. Social Speaking</li> <li>• Families In Grief Bereavement Workshops</li> <li>• Peer Massage</li> <li>• 'Funky Fingers' for fine motor skills</li> <li>• 'Fun Fit' for gross motor skills</li> <li>• 'This Is Me' self-esteem programme</li> </ul>
<p><b>How will the school support my child in the event of a school closure or bubble isolation?</b></p>	<p>When this occurs, it is a challenging time for all children, in particular those with SEND. However, we do everything we can to ensure that your child still manages to access learning.</p> <p>Many children on the SEND register who are tackling remote learning will benefit from some additional support from school. As with provision within school, remote learning provision will be needs led.</p> <p>If your child is finding it hard to engage, the teacher will contact you to discuss how they can help. Where problems persist, the teacher will raise this with the SENDCo and they will discuss different ideas which may include:</p> <ul style="list-style-type: none"> <li>• Further differentiation through activities and/or resources</li> <li>• Paper based work packs</li> <li>• Building in rewards and incentives</li> <li>• Check ins from the staff team</li> <li>• 'Remote' Speech and Language sessions</li> <li>• 'Remote' STAR sessions</li> </ul> <p>During school closures, the SENDCo has and will continue to work remotely with external agencies to ensure that we get the support we require from professionals such as our Speech and Language Therapist and Educational Psychologist.</p>

	<p>Children with Education, Health and Care Plans (EHCPs) are automatically entitled to a place in school during times of school closure and a risk assessment will be completed by parents and the SENDCo so that you feel confident that it is safe for your child to attend school at this time.</p>
<p><b>Is there any additional support available to help children with SEND?</b></p>	<p>The school budget, received from Devon Local Authority, includes Element 2 funding for supporting children with SEND. The Headteacher and SENDCo decide upon the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.</p> <p>The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> <li>-the children getting extra support already,</li> <li>-the children needing additional support,</li> <li>-the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>From this information, they decide what resources/training and support is needed. In the past year our notional SEND Budget has supported pupils with SEND through:</p> <ul style="list-style-type: none"> <li>✚ Deployment of support staff in each year group, with an emphasis on early identification and early intervention</li> <li>✚ Additional support staff deployed across the school to support identified pupils with complex needs</li> <li>✚ Pastoral Assistant to meet pupils' emotional and social needs</li> <li>✚ Speech and Language Teaching Assistant to support children with SLCN</li> <li>✚ Alternative lunch time provision</li> <li>✚ SEND administrator to support the SENDCo</li> <li>✚ Purchasing of additional SEND resources</li> <li>✚ Buy-in to the Devon Educational Psychology Service</li> <li>✚ Additional training for staff</li> <li>✚ Additional time for meetings including those with outside agencies and Annual Reviews</li> </ul>

**How will the school know how well my child is doing?**

**How will I know my child is making progress?**

SEND support takes the form of a four-part cycle. This is known as the *Graduated Response - Assess, Plan, Do, Review*.

We believe that parents should be involved at each stage of the cycle.

In the early part of each term, parents of children with SEND (Wave 3) are invited to a meeting with the class teacher to discuss their progress. The teacher will share the child's Individual Education Plan (IEP) and parents will have the opportunity to contribute to this document.

The IEP will have information about the child's journey so far, their barriers to learning as well as their strengths. The teacher will set targets and be clear on the outcomes expected by the following term. At every meeting, the previous targets will be reviewed so that parents can see the impact of the planned interventions.

The progress of children with an EHCP will also be formally reviewed at an Annual Review which is an additional meeting attended by all adults involved with the child's education.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Parents will also be invited to 'Parent Evenings' which are held twice a year and to a meeting to discuss their child's report if they desire.

Other forms of communication include Team around the Family meetings (TAFs), Pupil and Parent Views and telephone and e-mail correspondence.

**During times of school closure due to Covid-19:** Over the past two years, we have quickly adapted to new forms of communication to ensure that parents are still kept informed about their child's progress. IEP meetings are able to continue over the phone or via video link where necessary and parents and teachers email regularly. In many cases, we feel closer than ever to our parent community despite the lack of face-to-face communication and will do our best to continue to do so in the event of another school closure or bubble isolation.

<p><b>How will you support my child's overall well-being?</b></p>	<p>At Decoy we have a specialist Pastoral Teaching Assistant, Sue Stevenson, who supports children across the school. Sue runs our bespoke STAR support. This is <b>Special Time Around Relationships</b>. Sue has previously been Thrive trained and also attends refresher training around Attachment Theory, Emotional Literacy and specific areas of concern such as trauma related to Domestic Violence and Abuse.</p> <p>She works with children within the classroom or in 'The Den'. She might work with them in groups or 1:1. STAR support can run for a block of six sessions, a few weeks check in or every week over a longer period depending on need.</p> <p>If a parent, teacher or the SENDCo believe that a child would benefit from STAR support then a referral will be made and support will be monitored through the child's Individual Education Plan.</p> <p>Some children benefit from a Relational Support Plan. These plans, created alongside parents, ensure that there is a named team of adults around a child, actively building their relationships with them by providing understanding, connection, protection and care. These plans have been shown to have significant impact on children's self esteem, confidence and, in turn, their social and/or academic outcomes.</p>
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### Involving Families

<p><b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b></p>	<p>Parents of children with SEND are invited to termly IEP meetings to discuss their child's needs, the provision and targets in place and the progress their child is making against their targets. If parents wish, these can be in addition to the termly Parents' Evenings.</p> <p>If parents are still concerned, then they are able to meet with the SENDCo or ask that the SENDCo attends the next IEP meeting.</p> <p><b>During times of school closure due to Covid-19:</b> Over the past two years, we have quickly adapted to new forms of communication to ensure that parents are still kept informed about their child's progress. IEP meetings are able to continue over the phone or via video link where necessary and parents and teachers email regularly. In many cases, we feel closer than ever to our parent community despite the lack of face-to-face communication and will do our best to continue to do so in the event of another school closure or bubble isolation.</p>
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<p><b>How will my child be able to share their views?</b></p>	<p>Before every IEP meeting, the teacher will meet with your child to gather their views. This may be done informally through a friendly chat or through a questionnaire or scaling activity. The school has sought advice from the Devon Information, Advice and Services website regarding gathering pupil views as we see it as essential component when planning their support.</p> <p>If your child has an EHCP they will be invited to their Annual Review. They will be helped to collate their views beforehand and will be given the option of having a familiar adult share them in the meeting if they feel uncomfortable doing so themselves.</p> <p>We are continually looking for further ways to ensure that the Pupil Voice is heard loud and clear. We have a Young Voice Council where children with SEND are able to meet and discuss ways to bring about change within our community. We also have a significant number of children receiving weekly mentoring support with a member of staff. One of the aims of this is for the child to be able to express their thoughts and concerns in a safe space. The mentor then supports the child to ensure that these views are then heard by those who need to hear them, acting as advocate where needed.</p>
<p><b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b></p>	<p>We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is joining us from another school:</p> <ul style="list-style-type: none"> <li>✚ Your child will be able to visit our school and stay for a taster session, if this is appropriate.</li> <li>✚ A "buddy" will be assigned to your child if he/ she is moving mid- year, to show them around school and to make them feel welcome.</li> <li>✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them.</li> </ul> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>✚ We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.</li> <li>✚ We will make sure that all records about your child are passed on as soon as possible.</li> <li>✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them.</li> </ul>

When moving classes within school:

- ✚ Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Education Plans will be shared with the new teacher.
- ✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them.
- ✚ Pupils will be asked to complete a pupil questionnaire, letter or profile that will be passed on to their new teacher.

In Year 6:

- ✚ The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school.
- ✚ Your child will participate in sessions related to all aspects of transition, to support their understanding of the changes ahead.
- ✚ Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- ✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them.

**During times of school closure due to Covid-19:** When school reopened fully in September 2020, some children had been away from school for up to 6 months. We put together a detailed plan to ensure as smooth a transition as possible back into school. This included school visits, video links with staff, booklets and activities as well as regular check ins. The vast majority of children returned without a hitch and we will aim to do the same again, if such a situation arises.

## Staff Skills & Wider Support

**What skills do the staff have to meet my child's needs?**

We are extremely lucky in that at Decoy we have a specialist SLCN teaching assistant, Mrs Melissa Carson and a full time Pastoral Assistant, Mrs Sue Stevenson who runs our STAR support.

Just in the past 2 years our staff have received the following training:

- Maths Interventions including Spot on with Number, Mind The Gap, Making the Difference
- Read, Write Inc Tutoring and Assessment

- NELI (Nuffield Early Language Intervention)
- Languagelink
- Precision Teaching
- Draw and Talk
- Pathological Demand Avoidance (PDA)
- Autism in Girls
- Lego Therapy
- Using Social Stories and Social Narratives
- Bladder and Bowel Training
- Medical training around conditions such as Epilepsy, Asthma and Allergies

We already have the following booked for the year ahead:

- Further Speech and Language Training
- Attachment Based Mentoring
- Communication and Interaction Mentoring
- SEND Training for ECTs (Early Career Teachers)

This is in addition to in house training around The Code of Practice and SEND documentation.

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

In this past year we have accessed specialist support from the following teams:

- Communication & Interaction Team
- Social, Emotional and Mental Health Team
- Education Psychology Service
- Physical Difficulties and SEND ICT Team
- Speech and Language Therapy Service
- Children and Families Health Devon
- Occupational Therapy Service
- Physiotherapy Service
- Children and Adolescence Mental Health Service
- Public School Nursing Team
- Early Help
- Specialist Provision Outreach Services

	<p>This is accessed through a referral by the SENDCo:</p> <ul style="list-style-type: none"> <li>✚ You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively.</li> <li>✚ The specialist professional will work with your child and their teacher to understand their needs and make recommendations as to the ways your child is supported.</li> </ul> <p>Where there are multiple services engaged, a TAF (Team Around the Family) may be called. This is a meeting where the family and services can ensure that they are working together effectively to reduce concern.</p>
<p><b>What happens if my child needs specialist equipment?</b></p> <p><b>How accessible is the school and how does it arrange the facilities children need?</b></p> <p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>Some children may need additional specialist equipment. Please be reassured that:</p> <ul style="list-style-type: none"> <li>➤ The school is fully compliant with DDA requirements</li> <li>➤ There are disabled toilets, a shower area and changing facilities. We had a brand new 'Care Suite' installed over the Summer 2020 with ceiling hoist and adjustable changing table.</li> <li>➤ We ensure that wherever possible that the equipment used in school is accessible to all children regardless of their needs.</li> <li>➤ Breakfast and Afterschool provision is accessible to all children, including those with SEND</li> </ul> <p>The planning of all school trips involves the completion of a Risk Assessment and this ensures that your child's needs have been taken into consideration and that the necessary steps have been taken to ensure they can be included.</p> <p>In order to help all children to develop independence, establish strong positive relationships with staff and feel safe outside their home environment without immediate family members, we endeavour to put in provision and support in place using staff resources. As it is the exception for a family member to accompany their child/child's group on a trip (other than as a general group leader) we are able to foster both the parent and the child's trust in the school staff and support provided when taking part in offsite activities.</p>

	<p>Where needed, the school seeks advice from outside agencies such as Occupational Therapy in order to ensure that the school is fully accessible for all children.</p>
<b>How will my child manage tests and exams?</b>	<p>Some pupils with specific needs may need additional arrangements so that they can take part in tests. Access arrangements are adjustments specified by the Standards and Testing Agency that can be put in place to support those pupils.</p> <p>Access arrangements may include extra time, a separate room, a scribe or a reader. The Headteacher, SENDCo and teachers decide whether pupils will need access arrangements and this decision is based primarily on normal classroom practice as evidenced through their Individual Education Plan.</p>

## Accessing Advice & Support

**What should I do if I think my child may have a special educational need or disability?**

If you have concerns about your child's progress, there are lots of people you can talk to.

Initially start with: **The Class Teacher**

They are responsible for:

- Checking on the progress of your child and planning the delivery of any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing and reviewing Individual Education Plans (IEPs) and sharing these with you at least once a term.
- Personalising teaching and learning for your child as identified on their Individual Education Plan.
- Ensuring that the school's SEND Policy is followed in their classroom.

If you are still concerned, then contact: **The SENDCo**

**Mrs Vicky Stables** [vstables@decoyschool.co.uk](mailto:vstables@decoyschool.co.uk) 01626 353282

She is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as parents, are:
  - i) Involved in supporting your child's learning
  - ii) Kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy or Educational Psychology

**What do I do if I'm not happy or if I want to complain?**

Decoy welcomes feedback from parents, pupils and other agencies and most concerns can be dealt with effectively by the class teacher and SENDCo.

Details of the school's complaint procedures can be found on the school website. If you are not happy about the way your child is being supported within school, you can contact:

**The Headteacher:** Mrs Heather Poustie [hpoustie@decoyschool.co.uk](mailto:hpoustie@decoyschool.co.uk) 01626 353282

She is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met and that the Governing Body is kept up to date about issues relating to SEND.

**The Decoy SEND Governors:** Sandra Cartwright and Paul Every

They are responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

<p><b>Where can I get information, advice and support?</b></p>	<p><i><b>DIAS (Devon Information, Advice and Support)</b> have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential.</i></p> <p>Link to website: <a href="https://www.devonias.org.uk/">https://www.devonias.org.uk/</a></p> <p><i>Other Useful Links:</i></p> <p>Children and Family Health Devon <a href="https://www.dpt.nhs.uk/our-services/children-and-family-health-devon">https://www.dpt.nhs.uk/our-services/children-and-family-health-devon</a></p> <p>Devon Children and Families Partnership <a href="https://www.dcfp.org.uk/">https://www.dcfp.org.uk/</a></p> <p>British Dyslexia Association - <a href="https://www.bdadyslexia.org.uk/">https://www.bdadyslexia.org.uk/</a></p> <p>National Autistic Society - <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a></p>
<p><b>Where can I find out about other services that might be available for our family and my child?</b></p>	<p>Devon County Council aim to identify special educational needs and disability (SEND) as early as possible and provide the right support built around the needs of children and young people.</p> <p>Please see below for a link to <b>DEVON'S LOCAL OFFER</b>. Here at Decoy, we are proud to be contributing to this overarching offer of support.</p> <p><a href="https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer">https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</a></p> <p><b>Devon County Council's SEND Transformation Programme has devised a new model called 'SEND Connect', which is hoping to be launched in Autumn 2022.</b> The aim is to bring together support services offered through education settings, health services and social care to offer a more streamlined and easily accessible service which can make a real difference to children, young people and their families. For further information on this and the wider SEND Transformation Programme can be found at: <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/working-together/send-transformation-programme/">https://www.devon.gov.uk/education-and-families/send-local-offer/working-together/send-transformation-programme/</a></p>



**Report shared with Governors on: 17/1/2022**