



S.E.N.D. Information Report 2016-17

Name of SENDCos: Mrs L. Bunn & Mrs B. Steer

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Name of SEND Governor: Mrs S. Payne

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by lesson observations, book looks, pupil conferencing, learning walks, data analysis.
- ✓ Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan (or statement) are on our SEND Register.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENDCO
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying Policy.

How we listen to the views of children/young people and their parents:

What	Who	When
Informal Discussions	Class teachers, teaching assistants, pupils	Daily
Parents’ Evenings	Class teachers, SENDCo, parents/carers	Twice yearly
Home-School Book	Class teacher, teaching assistants, parents/carers	Daily
Assess, Plan, Do, Review Meetings	Class teachers, parents/carers, pupils	At least termly

Questionnaires incl. PASS Survey	Parents/carers, all staff, pupils	Annually
Informal meetings	Class teachers, parents/carers	As required
School Council	Pupils, school staff	Monthly
Class tutorial	Class teachers, pupils	Weekly

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEND Register, an Assess, Plan, Do, Review cycle will be established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, examples of provision made for children/young people on our SEND Register has been:

- ✓ Communication and Interaction :
 - Small group activities focussing on communication and listening
 - 1:1 support to focus on specific speech sounds
 - Social skills groups
- ✓ Cognition and Learning:
 - 1:1 tuition
 - Small group literacy interventions
 - Toe by Toe
 - Read, Write, Inc
 - Small group maths interventions
- ✓ Social, Emotional and Mental Health:
 - Thrive 1:1 and in small groups
 - Social skills groups
 - Bereavement support
 - Attachment support
- ✓ Sensory and/or Physical Needs:
 - Individual medical support
 - Exercise programmes
 - Support for fine motor skills

During the 2016/17 academic year, we had 75 Children/young people receiving SEND Support and 10 children/young people with Education, Health and Care Plans or Statements of Educational Need. We monitor the quality of this provision by lesson observations, book looks, learning walks, pupil conferencing. We measure the impact of this provision by data analysis and termly pupil progress review meetings

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ To support individuals and groups of pupils
- ✓ To lead specific interventions
- ✓ As Higher Level Teaching Assistants
- ✓ To support pupils' pastoral and medical needs
- ✓ To support parents with concerns from home
- ✓ To support Safeguarding issues throughout the school

We monitor the quality and impact of this support by lesson/group observations, performance management, professional dialogue, data analysis, learning walks, book looks, pupil progress review meetings.

Distribution of Funds for SEND:

This year, the budget for SEND and Inclusion was £136,000

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)

- ✓ Teaching and Learning resources
- ✓ Staff training

Continuing Development of Staff Skills 2016-2017:

Area of Knowledge/Skill	Staff Member	Training Received
Thrive	Tina Grimes	10 day practitioner training
Makaton	Nicky Billis, Andrea Clark	1 day training provided by Mayfield School
Dyslexia	Sharon Vallance,	Neurodiversity 1 day
Lexia	Jeremy Kingston, Jackie Taylor, Liz James	Introduction and follow up to English interventions
Attachment	Sharon Vallance, Lisa Johnson	7 day training (completed Dec 2016)
Introduction to Attachment	All staff	INSET delivered by Sharon Vallance and Liz Penford
Attachment Based Mentoring	Vicky Nevisky, Alison Clarke	1 day provided by Babcock
Diabetes	Andy Lockyer, Karina Endicott, Deb Matthews	Half day provided by Torbay and South Devon Healthcare Trust
Epipen	All relevant staff	Twilight session provided by specialist school nurse
Children's Mental Health	Fran Steer	4 twilight sessions from CAMHS
SEND Reforms	Teachers	Staff meeting delivered by Liz Penford
Autistic Spectrum	Beccy Steer	Local Authority ASC Champion training
Bereavement	Whole staff	Twilight from Rainbows
Phonological Awareness	Whole staff	Read, Write, Inc training

Whole school training this year has included:

- ✓ Introduction to Thrive
- ✓ SEND Reforms
- ✓ Attachment Awareness
- ✓ Read, Write, Inc
- ✓ Groups of Staff have also developed their knowledge of:
 - Physical Skills by working closely with the Occupational Therapy Service
 - Medical Conditions, particularly diabetes, by working with Specialist Nurses

We monitor the impact of this training by observing lessons and small group interventions and reviewing pupils' progress against individual targets and recommendations.

Partnerships with Other Schools and how we Manage Transitions:

We work with a number of schools in the area in the following ways:

- ✓ SENDCo arranges transition meetings with vulnerable pupils, parents/carers and staff from receiving schools
- ✓ Visits to Sherwell Valley by leading staff from receiving secondary schools
- ✓ Pupils visit their new schools
- ✓ Pupils new to Sherwell Valley come to visit
- ✓ Enhanced arrangements put in place as required
- ✓ School staff visit feeder schools/nurseries
- ✓ Transition time with new class teacher (half day)

This year, 4 children requiring SEND Support came to us from our partner schools. None of these children required an Education, Health and Care Plans or Statements of Special Educational Need.

In 2016/17, 11 children made a successful move to secondary school.

In 2016/17, no children moved on to Special School.

In 2016/17, 1 child left Sherwell Valley and made a successful move to another primary school.

In 2016/17, 1 child with an EHCP is jointly on roll at another primary school in Hampshire on a temporary basis.

We endeavour to make the transition from Little Valley to Nursery as smooth as possible by arranging extra visits and introductions to the staff.

We ensure that the transition from Nursery to Reception is smooth by parent meetings, visits to new class and staff, specific starting arrangements in September, information sharing between staff in July. Children who come to Reception from other providers also receive a home visit from the teacher and teaching assistant.

We support the transition from Reception to Year 1 with parent meetings, visits to new class and staff, information sharing between staff in July.

We help children to make the move from year 2 to 3 with parent meetings, visits to new class and staff, information sharing between staff in July.

The transition from year 6 to secondary school is supported through visits for pupils to their new schools, visits from secondary school staff to Sherwell Valley to meet pupils and staff, information sharing between relevant staff, meetings for parents.

For children/young people with SEND, we also arrange additional visits and support for identified individuals/groups in school.

Parents are included in this process through invitations to meetings at Sherwell Valley and secondary schools, additional meetings with staff from both schools as required, identification of a named adult at the secondary school for parents/carers to contact.

Ongoing Development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Improvement Plan. This can be obtained from the school office by request.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND Support and Provision should follow the guidance in the school's complaints procedures.

This year we received 0 complaints with regard to SEND Support and Provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mr J. Kingston

The Designated Children in Care people in our school are Mrs L.Bunn & Mrs R Steer

The Local Authority's Offer can be found at www.fis.torbay.gov.uk

Our Accessibility Plan is on the school website: www.sherwell-valley-primary.torbay.sch.uk A paper copy is available on request.

The School Improvement Plan is also available on request.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website: www.sherwell-valley-primary.torbay.sch.uk

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed from the link on our website: www.sherwell-valley-primary.torbay.sch.uk

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report: July 2017