



SEND Information Report: West Berry Federation Sept 2020

West Down Primary School, Pre-school and Berrynarbor VC Primary School

Regulation Information: C&F Act: SEND CoP Regulations, 2014

PART 3 Duties on schools Regulations 51-52

SEND information report: Prescribed information that must be included in SEND information report

Regulation 51

For the purpose of section 69(3)(a) of the Act the SEND information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEND information is set out in Schedule 1.

SCHEDULE 1: Information to be included in the SEND information report

1. The kinds of special educational needs for which provision is made at the school.

Both West Down Primary School and Berrynarbor VC Primary School are mainstream primary schools. Both of our school are fully inclusive of children with SEND. We currently support children with specific learning difficulties (e.g dyslexia), speech and language difficulties, social and emotional difficulties and Autism.

Our schools:

- Monitor the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to our pupils
- Listen to parent/carers
- We distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs

- We identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Our schools track the progress of all of our pupils each half term. These assessments are made using:

- The class teachers' knowledge of children's progress using their observation of the children in class.
- Reviewing the progress that children make against the lesson objectives.
- By reviewing the written work of children.
- Using tests and assessment tasks and comparing the outcome of these tests and task to what is normally expected for a child of that age.
- Using the graduated response tool

All of the information is considered by the class teacher and reviewed by the head teacher to ensure that all children are making appropriate progress. A teacher will modify the class provision to ensure that all children are able to achieve, this will sometimes involve having individual arrangements or plans to help a child to do their best. If, despite these arrangements, a child is not making appropriate progress the SENDCo will be asked to review the child's achievement and progress and help to make further support plans. At this stage the child will be added to the school's SEND register.

We may ask for advice about how best to support a child from other professionals (eg. Educational psychologist, Speech and Language Therapist or make a SPA referral). We will always consult parents before discussing their child with professionals from other agencies. Pupils are involved in reviewing their learning and progress through discussions with the teacher and support staff and through written feedback in their books. Pupil progress is shared with parents through school reports and Parent Teacher Meetings. In addition, parents are invited to Open Classrooms once a term when they can find out about what their child has been learning about and look at their books (older children). The class teacher will share any concerns about a child's progress with the child's parents. Parents can request a meeting with their child's class teacher at any time if they are concerned about a child's progress. If a parent thinks that their child is falling behind or has special

educational needs, they should speak to their child's class teacher in the first instance. If a child has concerns about their progress they should speak to their class teacher.

Our schools:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches.
- Provide teaching and support staff with comprehensive guidance in relation to identification processes.
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning.
- Use a range of appropriate screening and assessment tools to identify needs.
- Gather evidence of pupil needs .
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Occupational Health service, Babcock LDP SEND support services etc. in order to gain a better understanding of a pupil's needs.
- Designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator, or SENDCO), ensuring appropriate experience or qualifications are in place.
- Inform parents/carers when they are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision.
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback.
- Identify the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach.
- Regularly review the SEND register and other processes used for identifying and making needs known.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
a) how the school evaluates the effectiveness of its provision for such pupils;

We monitor the progress of all children (see section 1) including those who have SEND. We use assessment tools flexibly to ensure that they are appropriate to the needs and developmental stage of the child and give us the information that we need to evaluate the effectiveness of our educational provision. This means that the different assessment tools will be used for different children. We will follow the advice offered by other professionals (eg. Educational psychologist, Speech and Language Therapist or Behaviour Support Team) and measured the child's progress against the targets that they set. This information together with evidence of progress towards individual targets will be recorded in the Child's My Plan and will be reviewed regularly.

This information will be used by the SENDCo, Headteacher and SEND governor to evaluate how well we are providing for the needs of children with SEND, how effectively we are using school resources and to plan for future improvements and support.

If, despite an individualised programme of support detailed in a child's My Plan the child does not make appropriate progress the SENDCo will consider asking the LA to assess whether the child needs a EHC plan and this option will be discussed with the child and their parents.

Our schools:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluating quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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

The class teacher will continually assess and review the progress of children each lesson. Each term, class teachers are asked to summarise their assessments and the SENDCo and Headteacher review the progress of all children at this time. This review of pupil progress is reported to the school Governors.

Children with SEND and their parents are invited to contribute to a formal review of their child's EHC or My Plan at least annually. Informal meetings and discussions with children with SEND and their parents happen at least twice a year.

Our schools:

- Have procedures in place for consulting and working in partnership with parents and pupils.
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents through reports and during meetings.
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these.
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND.
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks.
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils.
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively.
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly.
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan.
- Gather pupil feedback as part of the process to review quality of interventions and provision.
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress.
- Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate.
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils.

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

The class teacher is responsible for the education and wellbeing of the children in their class including pupils with SEND. The class teacher will draw on the support of other colleagues including other teachers, teaching assistants, pastoral coordinator and the Head teacher to ensure that the needs of all children in the class are met effectively. In relation to children with SEND, the class teacher will also draw on the support and advice from the SENDCo and other agencies as appropriate.

A child with SEND will often need provision that is in addition to that normally available in the class, or provision that is different to that available to other children of the same age. This provision will carefully planned to match the child's needs and will be recorded in the

child's IEP (Individual Education Plan), Passport, My Plan or EHC plan. This provision will be reviewed regularly by the class teacher, SENDCo, child and their parents.

Some children receive the support of a Teaching Assistant for specific activities. These activities may take place away from the classroom in a quiet place. Whether a child is working within the classroom or elsewhere, the class teacher remains responsible for planning the learning and ensuring that it is effective in helping a child to progress. We currently have a part time Pastoral Coordinator and who support children to develop good learning habits (including good attendance) and supports children and their families with any welfare concerns. Sarah Hutchings is our Assistant SENDCo and she supports children individually or in small groups with specific pieces of learning.

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Each individual child's needs is taken into consideration when a teacher plans lessons. The lesson is differentiated to meet the needs of different learners in the class. This may include providing additional or different resources for some children, providing additional or different teacher or TA support, pre-teaching a group of children to give them a head start and the confidence that they need or adjusting the outcome that is expected for different groups of children (ensuring that the expected outcome is appropriately challenging for all children). Pre teaching is used as a tool for children to develop a head start in the main lesson. A teacher will also consider the classroom environment and how this can be adapted to meet the needs of different children. Some children need to be closer to the front of the class or may need a space in which to work that is slightly away from their peers to minimise distractions.

A child with SEND may need provision that is in addition to that normally available in the class, or provision that is different to that available to other children of the same age. This could include the use of specialist or personalised equipment, additional support from a TA or teacher at specific times, working as part of a smaller group, working with children of a different age, working away from the classroom in an environment with fewer distractions a modified curriculum because that child is not able to access that is appropriate for other children of the same age. This provision will be planned for each child with SEND individually.

e) additional support for learning that is available to pupils with special educational needs;

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

The school budget for SEND is allocated fairly on the basis of need. The SENDCo will review the needs of all pupils across the schools and allocate resources and staffing accordingly. This allocation may change at different times in the year as children make progress, other children join the school and other needs are identified. The support that each child receives will be recorded in their My Plan or EHC. Where a child has an EHC and the support that they need is beyond the school budget, the school will apply to the LA for top-up funding. Where this application is successful, the funding will be used to support the child for whom the funding has been allocated as detailed in the child's EHC.

The support plans will detail the additional or alternative support that a child needs (see above)

In Year 6, the children take National Tests (SATs). There are published access arrangements for children with SEND to enable them to have fair access to these tests.

The SENDCo together with the Assessment Coordinator consider if these arrangements are

likely to be needed for any child once they reach Y5 – this allows sufficient time to collect any evidence that is needed and to make an application for access arrangements.

Our schools:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs.
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs.
- Use their best endeavours to secure the special educational provision required for the pupil needs.
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs.
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum.
- Differentiate lessons to match the pupil's level of learning as part of the schools universal provision.
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach.
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based.
- Use the Devon Graduated Assessment Tool documents for assessment and support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

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

Our school use community facilities to enrich the learning of our pupils, including recreation spaces, village halls, local woodlands and open spaces, beaches and churches (limited access at St Peter's , Berrynarbor but we use the church whenever appropriate to do so). We also use the sports facilities of larger schools and the local leisure centres. All outdoor and offsite experiences are planned to enable all children to take part – this sometimes means changing the venue of an activity.

We recognise that outdoor and offsite learning can increase the level of risk to children. To ensure that our children stay safe, we increase the level of adult supervision and support. We undertake individual pupil risks assessments for some children before undertaking high risk activities. These risk assessments are undertaken with the child and their parent and include plans to ensure that all children are able to be fully and safely included.

Outdoor learning is an important part of our curriculum. We want all children to develop a love of the outdoors in order to promote a healthy life style. The class teachers deliver a

specialist curriculum which means they are working with children across both schools. All teachers and coaches that deliver our curriculum, consider the needs of children in the group and adapt the activity to enable all children to be fully included. This sometimes involves adjusting the size of the group and adult to child ratio, adjusting the equipment used or modifying the rules of a game.

All children in KS2 have the opportunity to take part in a residential trip. Risk assessments are undertaken to ensure that all children are able to take part in these experiences. These experiences are an optional part of the curriculum but all children are encouraged to take part. We recognise that residential trips can be worrying for children and their parents and balance this against the benefit that children get from these experiences. We listen to the concerns of children and their parents and work with families to help them to feel confident to send their child on residential knowing that they are going to have a great time and be safe.

Our schools:

- Carry out their duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

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

Explain the pastoral, medical and social support available in the school for children with special educational needs and disabilities. How does the school manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How does the school ensure the safety of the children/ young people? How are the children/young people able to contribute their views? How does the school support children/ young people including those with SEND to contribute to all parts of school life, including school councils or roles of responsibility?

Our schools are small and nurturing. Pupils feel safe and have good relationships with each other and members of staff. Children's emotional, mental and social development is supported through PSHE lessons (including e-safety and SRE) and through the informal mentoring and support from their class teacher and other members of staff with whom they work. Some children receive the additional attention of an assigned mentor (mentors are volunteers from across the school work force) who support them with an aspect of their emotional, mental and social development. Our Pastoral Coordinator support children to develop good learning habits (including good attendance) and supports children and their families with any welfare concerns.

We are able to make referrals to CAMHs to request additional support for children when we feel this is needed.

We have a Supporting Pupils with Medical Needs Policy and Intimate Care Policy which ensures that children are treated fairly, with dignity and have full access to the provision on offer to all children.

Some children need additional support to manage their behaviour. We support children by drawing up an individual behaviour plans (See Behaviour Policy). Sometimes we ask for support from the Behaviour Support Service or Educational Psychologist – having first discussed this with the child and their parents.

Our Health and Safety Policies (including Safeguarding) ensure that all staff and volunteers know what is expected of them to keep our children safe. These policies are reviewed at least every two years.

We have school councils who represent the views of their peers. As our school are small, the pupils are often all involved in consultations through meeting and discussions (eg. Recent development of school meal menu). Children with SEND sometimes need additional encouragement and support to take on roles of responsibility or leadership. We feel that these roles offer important life experience and can contribute significantly to an individual's personal development. We ensure that all children with SEND take on a role of responsibility or leadership during their time at our school. Children are encouraged and supported to undertake these roles successfully.

Our schools:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Are aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Are alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, anti-bullying and behaviour policies

- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice
- Have pupil forums, pupil leaders, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

The SENDCo for both our schools is Mrs Lucy Jones. Who can be contacted by phoning the school (Berrynarbor 01271 883493 and West Down 01271 863461) or emailing senco@westberryfederation.org.uk.

Alternatively any concerns can be discussed with the child's class teacher or Head teachers or the Assistant SENDCo, Mrs Sarah Hutchings.) parents@westberryfederation.org.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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?

The SENDCo and Assistant SENDCo attend regular SENDCo cluster briefings. The assistant SENDCo is a Higher Level Teacher Assistant and Early Years Educator (Level 3), she has also undertaken additional training in SEND and Supporting Communication and Interaction Difficulties. Sarah has recently completed her degree in education specialising in Executive functioning and SEN. The whole staff are trained in the effective teaching of phonics using the Read Write Inc scheme. Catherine Orr has experience as a Reading Recovery teacher and has extensive experience in supporting children using a variety of intervention programmes. Most teachers and HLTAs have completed training in PIPs (Passive Intervention and Prevention Strategies – positive behaviour management). We also have members of staff trained to use the Fun Fit programme and Speech and Language programmes Talk Boost for Early Year, KS1 and KS2. Staff have recently attended Autism in Education programme.

In addition to the expertise of the staff team, we are able to draw on the support of colleagues from the following services (this is not an exhaustive list but is a list of these services that have supported the work of our schools over the last two years): NHS Speech and Language Therapy, CAHMs, Occupational therapy, School health, Educational Psychology, Behaviour Support Team, , Outreach teacher from Lampard Community Special School, Outreach from Newport and Pilton CAIRB, Children and Young people services, Care Wise, FIT.

Our schools:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEND and strategies to support inclusion and high quality teaching using the graduated response tool.
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENDCO has sufficient designated time to fulfil their role adequately
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

Berrynarbor school is partially wheelchair accessible and so we are flexible about how rooms are used to enable access to all pupils. There is no dedicated school, parking but on street parking adjacent to the school is available to blue badge holders. There is an accessible loo that affords more space (though it does not meet current standards) and this can be used to provide changing space and a more private space for children that might need intimate care. Site security is good with access control to all external gates. This year we have remodelled the internal space to provide a more appropriate classroom for our youngest children that has better acoustics and access to safer outdoor space. This includes a quiet area and outdoor areas that can be accessed from the classroom. Improvements are being made to the flooring and wall colours as part of our ongoing maintenance programme – we are ensuring that contrasting colours and textures are used to make our school more accessible to people who have a visual impairment. The playground is accessed via a sloping pathway. The use of the outdoor classroom for all children means that children are able to work outside. We have dedicated ICT resources for the use of named children with SEND.

West Down school is fully wheelchair accessible, there is an accessible loo which is also used as a nappy changing space for our younger children and for children who need support with intimate care. Blue badge holders are able to use the staff car park and are

issued with a fob to open the back gate giving direct access to the school playground. Site security is good with access controls on all external gates and doors. There is level access to the school playground and playing field. We have dedicated ICT resources for the use of named children with SEND.

Our schools:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEND gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

All parents who are considering applying for a place at our school are invited to meet with the Head teachers or Senior Teachers or SENDCo who will show them around the school, answer any questions and begin to find out about and specific needs that the child or family might have and will begin to discuss how the school can support the child and their family. New parents are invited to attend a New Parent's meeting shortly before their child starts school (or when pupils join the school other than at the normal time, a member of staff will be available to explain school routines and answer questions on a 1:1 basis). When a child with SEND is due to join the school, the SENDCo or/and class teacher will arrange additional meetings with both the child's parents, any current school or EY setting and with any other professionals supporting the child to ensure that we are fully prepared and able to support and include the child from the very first day that they arrive in school. The parents of children with SEND will be invited to review their child's progress with the class teacher/SENDCo or Assistant SENDCo at least termly – these meetings are often informal and include the child when appropriate. (These are currently being done virtually.)

We offer a range of meeting and parent support sessions to help parents to find out about the work of the school and contribute their ideas and opinions. Support sessions (Eg,

Phonics and e-safety) help parents to understand how their child is being taught and gives suggestions of how parents can help at home. In addition, the class teacher will be happy to support parents to understand how they can support their child's learning at home and will make time to talk to parents on a 1:1 basis on request.

We encourage parents to be involved in the life of the school. We have a robust vetting procedure and induction process. Parents who have gone through our vetting process and induction, often support the school by helping in class during art or cooking lessons, by hearing children read (training is provided) and sharing their skills (Eg, talking to the children about their job or hobby as part of the children's topic learning or sharing a skill or interest such as gardening). This support is valued by the school and parents often enjoy being part of their child's life in school.

The SENDCo/Headteachers, Assistant SENDCo and Pastoral Coordinator is available to parents of children with SEND. We appreciate that the parents of children with SEND often have more questions, more paperwork to deal with, more agencies wanting to meet with them and more appointment to coordinate and we will do all we can to support our children and their parents without adding any unnecessary additional burdens. We will prioritise any requests for meeting or support from parents of children with SEND.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

The class teacher, SENDCo and/or Assistant SENDCo meets with all pupils with SEND termly. The child is given the opportunity to share achievements that they are proud of and to evaluate the support they have received. The child will be involved in reviewing and setting targets whenever possible and in identifying appropriate support.

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. We listen to and address any concerns raised by children and young people themselves.

Our schools provide an annual report for parents on their child's progress. We also offer Parent Teacher meeting and a mid year report. Parents are invited to Open Classroom or a class celebration event each term to see what their child has been learning about. (Virtually)

Our schools:

- Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.

- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes using the plan, do and review model
- Is aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell us if they believe they have or may have SEND.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice, pupil forums and school councils.
- Use the Devon Early Help process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the child and their parent / carer

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any concerns about a child's progress or school experience should be referred to the class teacher in the first instance. The SENDCo/Head teachers is also available to parents of children with SEND when the class teacher is not able to resolve an issue.

If any parent feels that their concern or complaint has not been adequately resolved after speaking to the class teacher, SENDCo or Head teachers, they should refer to the Schools' Complaints Procedure.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

See item 5

Our schools:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs

- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the EHCP process, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

The SENDCo (Mrs Lucy Jones) can offer advice to parents of children with SEND about other support services available to them.

The Pastoral Coordinator can offer advice to parents about other welfare and wellbeing services that may be available to them.

Lucy Jones can be contacted via the school office or by emailing parents@westberryfederation.org.uk or senco@westberryfederation.org.uk

The local offer can be accessed at <https://new.devon.gov.uk/send/>

Devon Information, Advice and Support Service (DIAS) formerly Devon Parent Partnership, provides free, impartial and confidential service. The service continues to provide personalised support for parents or carers but now offers that to children and young people as well, in all aspects of their SEND journey. With the expanded service, DIAS can also support and offer information around the new education, health and care plan (EHCP) process, personal budgets and the local offer. Parents can contact DIAS directly on; 01392 383080, by emailing us at; devonias@devon.gov.uk or by visiting the website at; www.devonias.org.uk

12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Children usually leave our schools at the end of Y6. For children with SEND, we start to consider their transition to their next school when they are in Y5. This usually starts with a meeting with the child, their parents and representatives from the school that the child may transfer to. At this meeting we will agree an individual transition plan. This might include extra visits to the new school, opportunities to meet key staff, observation of the child by their new teachers while they are still in Primary School, the use of social stories to help prepare the child for the change in schools and the learning of new language associated with the new school.

When a child with SEND moves to a new school other than at the end of Y6, we will begin the transition planning as soon as possible.

Our schools:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The My Plan process will support the transition process
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

13 Information on where the local authority's local offer is published.

The LA local offer can be found at www.devon.gov.uk/send

Acknowledgement and Thanks to Plymouth City Council "The Plymouth Local Offer- school Element" and Hampshire "Illustrative Regulations as a guide for schools completing SEN Information report"