

## PATHFIELD SCHOOL – SEN INFORMATION REPORT 2020

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| What types of SEN do we provide for?  | <p>The SEND Department provides support for pupils across the 5 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health difficulties</li><li>• Sensory</li><li>• physical needs</li></ul>   |
| How do we identify and assess pupils with SEN?  | <p>Information regarding a pupil's needs is identified and assessed in the following way:</p> <ul style="list-style-type: none"><li>• Information is passed on from previous schools/settings and Portage</li><li>• Baseline testing and progress data</li><li>• Feedback from teaching staff and observations</li><li>• Pupil Premium interventions not showing impact</li><li>• Referrals from parents</li><li>• Pupil referrals</li><li>• Specialist report from other agencies</li></ul>                 |
| Who is our special educational needs coordinator (SENCO) and how can she/he be contacted? | <p><i>(mainstream schools only)</i></p>  |
| What is our approach to teaching pupils with SEN?   | <p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none"><li>• Specialist Provision</li><li>• Total Communication approach underpins all teaching</li><li>• Quality first teaching, with appropriate differentiation in place</li><li>• Extra adult support in classrooms</li><li>• Smaller class sizes appropriate to needs</li><li>• Personalised provision through adapted resources and interventions</li><li>• Holistic approach to inclusion of therapists as appropriate</li></ul> |

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| <p>How do we adapt the curriculum and learning environment?</p>  | <p>The curriculum and learning environments may be adapted by:</p> <ul style="list-style-type: none"> <li>• Bespoke packages for individual pupils</li> <li>• Total Communication at all times</li> <li>• Groupings that target specific needs of progress</li> <li>• Differentiated resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Additional adult support</li> <li>• Appropriate, differentiated curriculum for all ages, including Preparing for Adulthood</li> </ul> |
| <p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p> | <p>Pupils are engaged in the following ways:</p> <ul style="list-style-type: none"> <li>• Our links with the Pilton Association Schools; Pilton Infant School, Pilton Bluecoat Juniors and Pilton Community College</li> <li>• The 'Buddy Reader Scheme' where mainstream pupils visit to read to our pupils and take part in Library sessions.</li> </ul>   |
| <p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>       | <ul style="list-style-type: none"> <li>• Weekly newsletter</li> <li>• Home/School Book</li> <li>• Parent View</li> <li>• Parents Evenings/Structured conversations</li> <li>• Evidence for Learning</li> <li>• Person Centred Reviews</li> <li>• Family Liaison Officer</li> <li>• School Facebook Information Page</li> <li>• Sending home termly targets and asking parents to support where possible at home</li> </ul>   |
| <p>How do we consult pupils with SEN and involve them in their education?</p>                          | <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• School Council</li> <li>• Person Centred Reviews</li> <li>• Personal Interviews</li> <li>• Champions for Change</li> </ul>   |

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| How do we assess and review pupils' progress towards their outcomes?                 | <ul style="list-style-type: none"> <li>• Data tracking for pupil progress against EHCP targets</li> <li>• Achievement for ALL</li> <li>• Support plan and Annual Reviews</li> <li>• Observations and follow-up</li> <li>• Parents meetings/structured conversations</li> <li>• Termly SMART targets accessed daily</li> </ul>   |
| How do we support pupils preparing for adulthood?                                    | <p>The school's Post 16 Unit has support in place for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living.</p> <ul style="list-style-type: none"> <li>• Transfer support</li> <li>• Transition Arrangements</li> <li>• Outreach Service</li> <li>• KS5 Curriculum</li> <li>• Transition Day</li> <li>• Bespoke KS5 assessment package</li> </ul>  |
| How do we support pupils with SEN to improve their emotional and social development? | <p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• An anti-bullying policy that is supported by all staff</li> <li>• Thrive provision across the school</li> <li>• Targeted support for individual pupils</li> <li>• Pathways Class for mainstream pupils unable to access mainstream school</li> <li>• School Council</li> <li>• Mindfulness spaces available</li> <li>• Music Therapy</li> <li>• Play Therapy</li> <li>• Named staff who support individuals.</li> </ul> |
| What expertise and training do our staff have to support pupils with SEN?            | <p>An audit of staff expertise in SEN is undertaken annually. This audit includes:</p> <ul style="list-style-type: none"> <li>• Effective use of adult support for English and Maths;</li> <li>• Individual training in areas identified through performance management/appraisal;</li> <li>• CPD training;</li> <li>• Statutory staff training in:- Manual Handling; Safeguarding; Total Communication; Makaton; PIPs, First</li> </ul>  |

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|  | Aid, Clamping, AAC |
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| How will we secure specialist expertise?   | <p>In addition to the therapy department within school, specialist expertise engaged from external services:</p> <ul style="list-style-type: none"> <li>• ASC</li> <li>• PIPs</li> <li>• EP support</li> <li>• EAL/INA support</li> <li>• CAMHS</li> <li>• Peer Review Programme with SENTient School partners</li> </ul>  |
| How will we secure equipment and facilities to support pupils with SEN?                                      | <p>The school receives support via:</p> <ul style="list-style-type: none"> <li>• Devon County Council Support Services</li> <li>• Charities</li> <li>• Volunteers</li> <li>• Enrichment</li> <li>• PTFA</li> </ul>   |
| How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families? | <p>The school is supported by the Children’s Disability Team, the VI and HI services and Children’s safeguarding services to meet pupils’ needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with school. We also receive support from:</p> <ul style="list-style-type: none"> <li>• Governing Body</li> <li>• Clinical Commissioning Groups</li> <li>• Health and Wellbeing boards</li> <li>• Therapy Departments</li> <li>• EH4MH</li> <li>• Social Workers</li> <li>• Early Help</li> <li>• Preparing for Adulthood Team</li> </ul> |
| How do we evaluate the effectiveness of our SEN provision?   | <p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the school Governors with responsibility for SEN. The Annual Report to the Governing Body and the SEN Information Report is posted on the School’s website.</p> <p>The school is subject to Ofsted inspections<br/>The schools effectiveness in the annual process for EHCP’s is monitored by the LA SEN department<br/>PEP’s are evaluated to secure PP</p>  |

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| <p>How do we handle complaints from parents of children with SEN about provision made at the school?</p> | <p>There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher or Head teacher. We have a leaflet explaining the Complaints procedure available to parents and this is also detailed on our website.</p> <p>If a concern or complaint is more formal the parent would be directed to our Complaints Policy which is found on our Policy Information page on our website. We would hope that through early intervention any complaints would be resolved without the need for the formal stage.</p> |
| <p>Who can young people and parents contact if they have concerns?</p>                                   | <p>Pupils may raise a concern with their class teacher or a teacher with whom they have a good relationship. Parents may wish to address the class teacher directly or take their concern to the Deputy Heads or leads of their specific provision. They can also take their concern directly to the Head teacher.</p>   |
| <p>What support services are available to parents?</p>   | <p>The school can provide beginner training for parents in Makaton, behaviour management, Total Communication, fine motor skill development, supporting literacy, supporting numeracy and guidance for E-safety. As a specialist provision everything we do provides a level of support. We also listed to parents concerns and needs, provide a signposting service and make referrals if required i.e. Early Help</p>  |
| <p>Where can the LA's local offer be found?<br/>How have we contributed to it?</p>                       | <p>For information about the Local Authority's offer please visit:<br/><a href="https://new.devon.gov.uk/send/">https://new.devon.gov.uk/send/</a></p>   |