

Special Educational Needs & Disabilities (SEND) Information Report

2020-2021

This report details how Berry Pomeroy Parochial CE Primary School supports children and young people with Special Educational Needs and Disabilities (SEND).

Headteacher:

Mrs Natalie Last (Maternity Leave)
Mrs Jessica Bowden (Acting Headteacher)

SEND Governor:

Mrs Natalie Stanbury

SENDCo:

Mrs Emily Hanbury
(Part-time, working day Wednesday)

01803 863519

admin@berry-pomeroy.devon.sch.uk

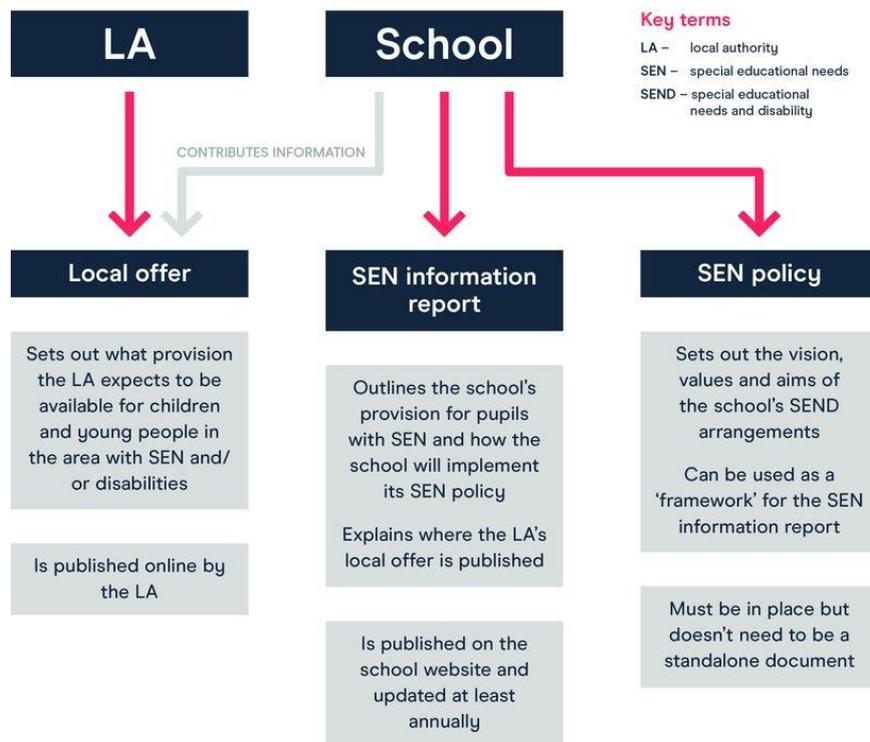
ehanbury@berry-pomeroy@devon.sch.uk

CONTENTS

1. WHAT IS THE LOCAL OFFER, SEND INFORMATION REPORT AND SEND POLICY?
2. WHICH LEGISLATION AND GUIDANCE INFORMS THIS REPORT?
3. WHAT KIND OF SCHOOL IS BERRY POMEROY PAROCHIAL CE PRIMARY?
4. WHICH SEND NEEDS DO WE PROVIDE FOR AT BERRY POMEROY?
5. WHO OVERSEES SEND AT BERRY POMEROY?
6. HOW DO WE KNOW IF CHILDREN REQUIRE EXTRA HELP?
7. HOW DOES THE SCHOOL ASSESS CHILDRENS AREAS OF NEED?
8. WHAT SHOULD I DO IF I THINK MY CHILD NEEDS EXTRA HELP OR HAS A SPECIAL EDUCATIONAL NEED OR DISABILITY?
9. WHAT IS BERRY POMEROYS WHOLE SCHOOL, UNIVERSAL APPROACH TO TEACHING PUPILS WITH SEND?
10. WHAT IS BERRY POMEROYS TARGETED APPROACH TO TEACHING PUPILS WITH SEND?
11. WHAT OTHER AGENCIES DOES THE SCHOOL WORK WITH?
12. WHAT HAPPENS IF MY CHILD HAS MORE COMPLEX NEEDS OR REQUIRES AN EDUCATION HEALTH CARE PLAN?
13. WHAT IS BERRY POMEROY'S 'MENU' OF PROVISIONS?
14. HOW WILL YOU SUPPORT MY CHILD WITH REMOTE LEARNING DURING THE COVID-19 PANDEMIC?
15. WHAT SUPPORT IS THERE FOR A CHILDS OVERALL WELLBEING?

16. HOW ARE THE ADULTS IN BERRY POMEROY SUPPORTED TO WORK WITH CHILDREN WITH SEND? WHAT TRAINING DO THEY HAVE?
17. HOW WILL WE SUPPORT A CHILD TRANSITIONING TO BERRY POMEROY?
18. HOW WILL WE SUPPORT A CHILD WHEN THEY ARE LEAVING THIS SCHOOL? OR WHEN MOVING ONTO ANOTHER CLASS?
19. WHAT CAN I DO IF I AM NOT HAPPY AND WANT TO COMPLAIN?
20. WHAT ARE THE CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND?

1. WHAT IS THE LOCAL OFFER, SEND INFORMATION REPORT AND SEND POLICY?



Copies of the SEND Information Report, SEND Policy and links to the Devon and Torbay Local Offer can be found on our website at:

<https://www.berry-pom.devon.sch.uk/>

The local offers for our area can also be found at:

Devon:

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

Torbay:

<https://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

The **SEND Information report** aims to explain what we offer in school for pupils with **SEND** and ways in which pupils and parents/carers can access this support.

The SEND Information report will explain the roles and responsibilities of everyone involved in providing for pupils with SEND in our school.

2. WHICH LEGISLATION AND GUIDANCE INFORMS THIS REPORT?

This SEND Information Report is based on the statutory **Special Educational Needs Code of Practice** (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) and the following legislation:

- Part 3 of the Children and Families Act 2014 (<https://www.legislation.gov.uk/ukpga/2014/6/part/3>), which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014 (<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>), which set out schools' responsibilities for Education Health and Care Plans, Special Educational Needs and Disabilities Coordinators (SENDCO's) and the SEND Information Report.

3. WHAT KIND OF SCHOOL IS BERRY POMEROY PAROCHIAL CE PRIMARY?



Berry Pomeroy Parochial CE Primary School is a small, rural, maintained, mainstream primary school in Devon. As such, **we strive to be as inclusive as possible, meeting the needs of pupils with special educational needs and disabilities, wherever possible**, where families want this to happen.

The school is distinctively Christian, although all faiths are welcomed and encouraged.

Our school values encompass that which we hope our children will embody (https://www.berry-pom.devon.sch.uk/?page_id=1109) and reference our commitment to inclusivity. We fully promote diversity and appreciate the different skills, attributes and talents our pupils have through high quality first teaching and where needed intervention or specialist teaching.

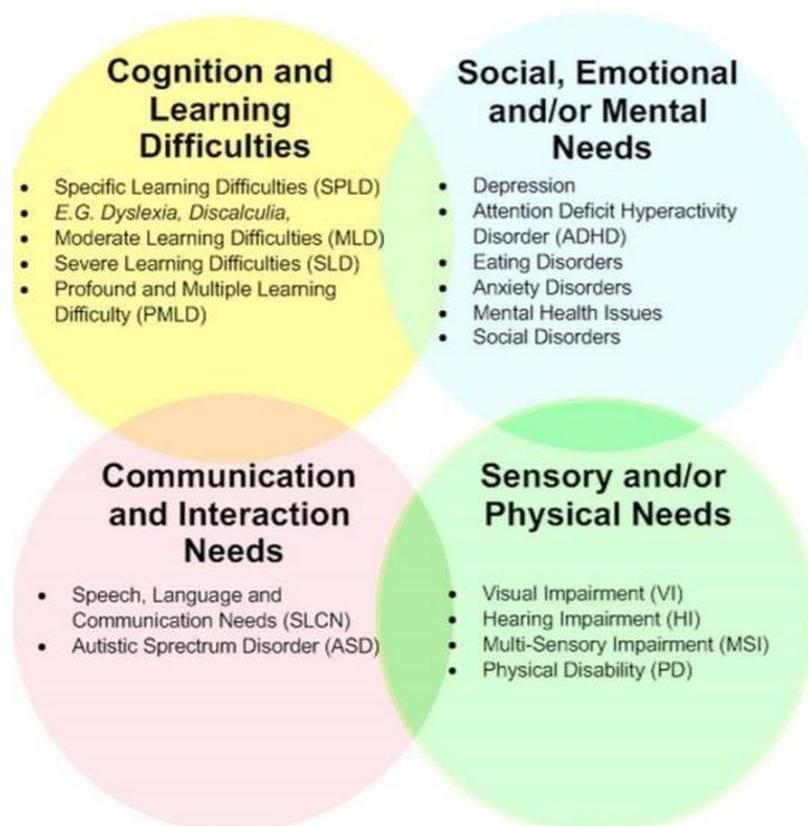
Key Figures	
Pupils on roll	102
SEN support	9%
Educational Health Care Plans	2%
Free School Meals	8%
Pupil Premium	12%
EAL	0%

*percentages to nearest percent

4. WHICH SEND NEEDS DO WE PROVIDE FOR AT BERRY POMEROY?

Berry Pomeroy provides support for pupils requiring support across all four areas of need identified in the SEND Code of Practice:

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



The highest proportion of pupils on the SEND register have Communication and Interaction needs and/or Cognition and Learning difficulties. Fewer children need support with their Social, Emotional Mental Health and Sensory and/or Physical needs.

Berry Pomeroy values the contribution that every child can make. We are committed to an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. **All children with SEND are valued, respected and are equal members of the school.** Every effort is made to ensure that pupils identified as SEND are active members of their class and we do so by working closely with the pupil and their family in complete partnership.

Provision for pupils with SEND is a matter for the whole school, with all teachers being teachers of pupils with SEND.

5. WHO OVERSEES SEND AT BERRY POMEROY?

The Headteacher, SEND Governor and SENDCo work in partnership to ensure the needs of pupils with SEND are met. The progress of pupils with SEND is closely monitored by the Class teachers, Subject Leads and the SENDCo. This is achieved through termly meetings involving the Headteacher where necessary. Pupils with SEND have their provision individually reviewed to ensure it meets their needs.

Pupils receiving SEND support will have an Individualised Learning Plan (ILP) with Specific, Measurable, Achievable, Realistic and Time bound (SMART) targets which will clearly detail what additional support pupils are receiving. ILPs are reviewed by the class teacher whenever needed (but at least three times a year) along with the pupil and their parents/carers. These reviews are overseen by the SENDCo.

Some children may require an additional Individualised Behaviour Plan (IBP) to help support them to access the school environment safely, in a way which promotes learning and works towards preventing exclusion. An IBP considers what the child's behaviour is communicating and how these needs may be addressed through adapting provision and resources. If a child is at risk of exclusion the SENDCo and pupil's class teacher will arrange a meeting to complete an IBP. A risk assessment may also be completed. The plan will be reviewed on a fortnightly basis or as required by the class teacher, along with the pupil and their parents/carers. Again, these reviews are overseen by the SENDCo.

Parents and carers can talk to the SENDCo about provision or any concerns they may have. The SENDCo consults with children, parents/carers, teachers, support staff and where necessary outside agencies to establish the main needs of the pupil and assess whether these needs can be met through quality first teaching, support within class and differentiation of the lessons or if SEND support is needed.

You can find further information in our:

- SEND policy
- Accessibility plan

Additional links to this information can be found in the:

- Risk Assessment policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy

6. HOW DO WE KNOW IF CHILDREN REQUIRE EXTRA HELP?

Not all children requiring additional help and support have SEND. **Children requiring SEND support have significantly greater difficulties than that of their peers and require provision that is additional to and different from that of others.**

All pupils' progress, attainment and achievement is monitored closely by the class teachers and support staff and their needs are responded to immediately through feedback. This feeds into the cycle of planning and evaluation. **At Berry Pomeroy we follow the journey pathway seen below.**

This ensures that all pupils are treated fairly and that we have a graduated response to identifying and working with pupils with SEND.

A range of information is considered when deciding if a child requires additional support in school.

This process is overseen by the SENDCo. The process of implementing SEND support may stem from:

- Concerns raised by parents/carers, class teachers, learning support assistants or a previous school/setting.
- Observations of the child in class or the wider school setting (e.g playground)
- A lack of progress made by the child in subjects or target areas, despite quality first teaching.

Adequate progress could 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

You will know how your child is progressing through parents evenings held twice a year, end of Key Stage (Year 2 and 6) Standard Assessment Tests (SATs).

Your child may have an ILP/IBP or EHCP which are additionally reviewed.

Other forms of communication regarding progress include, Team Around the Family meetings (TAFs), telephone and email correspondence.

- Pupil premium interventions not showing impact.
- Reports from outside agencies (e.g medical letters, speech and language reports)



SEND JOURNEY PATHWAY

Not all children requiring additional help and support have SEND. Children requiring SEND support have significantly greater difficulties than that of their peers and require provision that is additional to and different from that of others.

All pupils' progress, attainment and achievement is monitored closely by the class teachers and support staff and their needs are responded to immediately through feedback. This feeds into the cycle of planning and evaluation. At Berry Pomeroy we follow the journey pathway seen below.

START: Area of need observed in child

↓

Universal
(Quality First Teaching)

Area of need identified via the Devon Graduated Response Tool (DGRT) – QUICKCHECKER (EYFS, KS1, KS2)

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

Assess using the DGRT SEND INDICATORS for the area of need highlighted.

Adjustments made for high quality teaching at area of targeted weakness using the DGRT UNIVERSAL PROVISION CHECKLIST.

↓

If child is a lower attainer (WT5) or is making little/no progress, add to class CATCH UP PROVISION MAP. Child's progress is monitored by class teacher/TA over one term. Gather evidence.

Is the child making progress?

Yes—Remain at this stage

No

↓

Targeted
(Additional to/Different from Interventions)

Refer to SENDCo.

↓

Meeting with class teacher, parents/carers & child to create STRATEGIES SHEET using DGRT TARGETED PROVISION BANK.

Discuss possible referral to external agencies if needed (in which case, make referral).

Child added to MONITORING WATCHLIST.

Child's progress is monitored by class teacher/TA over 6-8 weeks/one half term. Gather evidence.

Is the child making progress?

Yes—Remain at this stage

No

↓

Targeted
(Additional to/Different from Interventions)

ILP created with relevant teaching staff and parents/carers. Pupil Passport created by child with support. Plans reviewed by SENDCo. Child moved to SEND REGISTER.

Child's progress is monitored by class teacher and SENDCo over one term. Gather evidence.

(ILP used as a working document, targets updated as/when needed. All intervention with pupil must be

↓

ILP progress review meeting with relevant teaching staff, parents/carers and child. Updated ILPs reviewed by SENDCo.

Child's progress is monitored by class teacher and SENDCo over three terms.

(Formal review at least 3 times a year).

Is the child making progress?

Yes—Remain at this stage

No—See Specialist Provision



SEND JOURNEY PATHWAY

Sometimes pupils with SEND have more complex needs where they require specialist provision.

If despite universal and targeted provision your child needs further or more specialist input, the school or you can recommend and request that the Local Authority makes a statutory assessment for an Education Health Care Plan (EHCP). This is a legal process and you can find the full details about this in the Local Authorities Local Offer (depending upon where you live this will either be through Devon or Torbay).

This occurs where the complexity of need or a lack of clarity around the needs of your child are such that a multi-agency approach to assessing that need to plan provision and identify resources is needed.

Specialist Provision

Information and evidence is gathered and an application is made for a Request for Statutory Assessment (RSA) from the Local Authority (LA).

(Evidence of sufficient use of the graduated approach must be gained. Reports from numerous professionals are required—There is no guarantee that an EHCP will be granted)

While waiting for an RSA or EHCP if a p/t timetable is needed, parents/carers must agree and an Annex R completed/submitted.

Was an EHCP granted?

No—Go back to targeted provision, implementing Needs Assessment advice

Yes

Specialist Provision

If an EHCP application is successful then the outcomes from Section F are reviewed once a year in an Annual Review (AR) with the SENDCo, relevant staff, relevant professionals, parents/carers and child.

An ILP will stay in place to ensure provision and short-term targets are in place and will be reviewed 3 times a year, guided by professionals input.

Child's progress is monitored by class teacher and SENDCo over time.

More information about the way in which we support pupils with Special Educational Needs and Disabilities (SEND) can be found in our SEND Information Report. You will also find links to our local offer and contact details for support services that may be useful.

7. HOW DOES THE SCHOOL ASSESS CHILDRENS AREAS OF NEED?

A range of assessment strategies will be used to support school staff in identifying areas in which pupils have specific needs. These include:

- Devon Graduated Response quick-checker and toolkit (assess, plan, do, review)

Found at: <https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/send/devon-graduated-response>

- Regular teacher assessments
- Phonic screening assessments
- Pupil progress data tracking
- Occupational Therapy assessments
- Assessment of social and emotional needs, using Boxall profiling and engagement levels
- Diagnostic tools and assessments such as GL Dyslexia Portfolio
- Assessment by an Educational Psychologist, speech and language therapist, specialist teacher or other relevant professional

8. WHAT SHOULD I DO IF I THINK MY CHILD NEEDS EXTRA HELP OR HAS A SPECIAL EDUCATIONAL NEED OR DISABILITY?

If you are concerned about the progress your child is making or other needs they are demonstrating, you should contact your child's class teacher in the first instance. Teachers are happy to speak with parents and carers via Class Dojo, a booked telephone appointment or zoom call (during the current pandemic), or ordinarily face to face after school.

If you would still like to discuss your concerns further you can contact the SENDCo who will be happy to discuss your child's needs and next steps.

9. WHAT IS BERRY POMEROYS WHOLE SCHOOL, UNIVERSAL APPROACH TO TEACHING PUPILS WITH SEND?

Berry Pomeroy follows a graduated response to SEND. This means we have a **whole school approach to teaching pupils with SEND, where all pupils are able to and will access this level of support if needed** which is why it is called 'universal provision'.

Universal provision
all schools, every classroom, every teacher and all children.

- A broad and balanced curriculum
 - differentiated for individual pupils
 - the first step in responding to pupils who have, or may have SEN
- High quality teaching with good lesson planning
 - suitable and ambitious targets for every child
 - monitoring the quality of teaching & learning to ensure it's appropriate is in all schools

Funding and expertise is in all schools for all this provision.

This is delivered by good/outstanding classroom teaching using Quality First Teaching strategies.

The class teacher will have the highest possible expectations for all pupils within the class. All teaching is based upon what your child already knows, can do and can understand. This is achieved through ongoing assessment and focused marking of your child's work.

The class teacher will ensure they plan different ways of teaching so that all children are fully involved in learning in class (this may involve using more practical learning or providing different resources adapted for your child).

Sometimes the class teacher may put in place specific strategies (which may be suggested by the SENDCo or outside agencies) to enable your child to access a learning task. This may include occasional support from a teaching assistant to help with a particular difficulty.

10. WHAT IS BERRY POMEROYS TARGETED APPROACH TO TEACHING PUPILS WITH SEND?

For some pupils the whole school, universal provision we offer is not enough. This is why we also offer a targeted approach to teaching pupils with SEND. This is where there has been collaboration between the class teacher, SENDCo and parents/carers of a pupil on the basis of high quality evidence concluding that the pupil needs additional targeted support.

Targeted Provision
*all schools, every classroom, every teacher,
and some children.*

Universal provision and ...

- School based plan that identifies needs, sets outcomes and specifies support
- Professional advice may be required for some children
- Children are likely to have barriers to learning - schools are responsible for removing these barriers through assess, plan, do and review
- Support is 'additional to and different from' the universal provision

Funding and expertise is in all schools for most of these children.

The class teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to 'close the gap' between your child and their peers.

ILPs will be created to support individual/small group intervention and provision and the progress and impact of this will be monitored by class teachers, school leaders and the SENDCo as needed, but no less than a termly basis.

Parents/carers will be immediately informed along with the pupil (where appropriate) and will be full partners in planning and reviewing additional support or interventions.

The term intervention is used to refer to the additional support a child receives to help move them on in their learning. Interventions may include group work or individual sessions.

We acknowledge that a number of children will have SEND at some time in their school career. Some of these pupils may require help throughout their time at school whereas

others may need a little extra support for a short period to help them overcome more temporary needs.

Particular care is needed with pupils where English is not their first language.

Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEND. It will be necessary to determine their proficiency in English before planning any additional support that may be required. In assessing the SEND of children who speak English as an additional language, home language assessment may also be used where deemed appropriate to inform provision. Children will not be regarded as having SEND solely because their home language is different from that in which they are taught.

Where children's behaviour has been identified as a cause for concern, in line with the steps taken to support pupils in the schools behaviour policy, the school believes in the principle that children's behaviour is often the product of other underlying needs, for example communication and interaction needs. An IBP may be created to help support a child with this.

Where small group sessions are put in place they will be run by a specialist teacher, teaching assistant, class teacher or an outside professional (like a speech and language therapist) using a recognised programme with a strong evidence base for impact. All teachers and teaching assistants providing additional support to pupils have been provided with additional training e.g reading and phonics, manual handling etc.

As a parent/carer you will be fully involved in discussions and decisions and you will be asked to meetings to discuss your child's progress and help plan possible ways forward.

11. WHAT OTHER AGENCIES DOES THE SCHOOL WORK WITH?

At time specialist professionals may work with your child to understand their needs and make recommendations. We work with a range of agencies to support us in meeting pupils' needs including:

You will always be involved in decisions about how the support will be used and what strategies will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.

Funded by:	Type of service:
Directly funded by the school	<ul style="list-style-type: none"> - Specialist teaching assistants - Family support - Pupil Advocacy - Health Liaison - EWO - Educational Psychologist - Behaviour support
Paid for centrally by the Local Authority	<ul style="list-style-type: none"> - Specialist teachers for SEND e.g Dyslexia outreach support, communication and interaction team - SEND monitoring team - Portage
Provided and paid for by the Health Service	<ul style="list-style-type: none"> - Speech and Language Therapist - School Nurse - Health Visitor - Occupational therapy - Physiotherapy - Neuro-developmental team - Child and Adolescent Mental Health (CAMHs)
Voluntary Agencies	<ul style="list-style-type: none"> - SENDIASS - Relevant charities e.g Bladder and Bowel UK, Child Brain Injury Trust etc

This list is not an exhaustive list, but gives example of some of the agencies we work with.

12. WHAT HAPPENS IF MY CHILD HAS MORE COMPLEX NEEDS OR REQUIRES AN EDUCATION HEALTH CARE PLAN?

Sometimes pupils with SEND have more complex needs where they require specialist provision.

Specialist Provision
*all schools, some classrooms, every teacher
and very few children.*

Universal provision + targeted provision and

- More specialist intervention and advice
- Children may have long term complex needs and/or disabilities
- The child may be supported through an EHCP
- Provision may be in a special school
- Some children may have complex health needs.

*This provision may need additional local
authority funding (top up funding)*

If despite universal and targeted provision your child needs further or more specialist input, the school or you can recommend and request that the Local Authority makes a statutory assessment for an Education Health Care Plan (EHCP). This is a legal process and you can find the full details about this in the Local Authorities Local Offer (depending upon where you live this will either be through Devon or Torbay).

This occurs where the complexity of need or a lack of clarity around needs of your child are such that a multi-agency approach to assessing that need to planning provision and identifying resources is needed.

Steps to Education Health Care Plans:

1. The application for an Education Health Care Plan will combine information from a variety of sources including you, your child, teachers, the SENDCo, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken and preliminary outcomes of targets set.
2. This information will be shared with the Local Authority at the point at which a request is made for an Education Health Care Plan.
3. After the school has sent in the request to the Local Authority, as decision will be made by a group of people from education, health and social care as to whether or not your child is eligible for an EHC Plan. You have the right to

appeal against a decision not to initiate statutory assessment leading to an EHCP.

4. If an EHCP is not approved the school will be asked to continue with SEND Support in school.
5. If the application is approved an EHCP will be prepared, bringing together all of the needs your child may have into one plan.
6. The EHCP will state your child's strengths, needs and provision that is required to meet the short and long term outcomes that are being sought.
7. A review of the EHCP will take place annually in which your child (if appropriate), you, teachers and other agencies involved will be invited to discuss the progress your child has made and set new outcomes or amend the EHCP if necessary.

13. WHAT IS BERRY POMEROY'S 'MENU' OF PROVISIONS?

Berry Pomeroy has inclusion and individuality at the heart of its values. All teachers are teachers of SEND who deliver quality first teaching.

We also offer a wide range of support and intervention to ensure all pupils are able to reach their full potential. **The support offered includes a 'menu' of provisions:**

- Teacher and Teaching Assistant in every class from EYFS to Year 5.
- SENDCo and bought in specialist teachers where necessary, alongside a skilled team of support staff
- Nurturing learning school using a whole school approach to Boxall Profiling, along with additional group or 1:1 sessions as needed (including use of social stories, barrier games etc)
- A range of literacy interventions to support reading, writing, spelling and phonics (RWI, TRUGS, Typing programmes, precision teaching, pre-teaching, Toe by Toe, Peter Hatchers Sound Linkage Programme etc)
- A range of numeracy interventions to help the development of basic skills
- Use of Picture Exchange Communication System (PECS) and Widgit symbols
- Working memory intervention, Auditory Processing Intervention
- Physical resources to assist pupils (Sloping boards, therabands, overlays etc)
- Access to other agencies including Educational Psychologist, Speech and Language Therapy etc
- Use of ICT to support access to the curriculum (Laptops, Ipads, Dictaphones etc)
- A range of diagnostic assessments
- Outdoor learning activities
- Wide range of extracurricular activities

1:1 support is used very rarely and only when agreed by a whole multi-agency team. In these circumstances paperwork is completed and agreed by all professionals to seek additional funds required to enable this level of support. In most circumstances, research indicates that pupils can make accelerated progress through the approaches outlined previously in this report. However, parents/carers and pupils themselves will always be consulted on how additional funding would best be used to support their child's needs.

The Year 6 teacher is responsible for deciding who would be entitled to extra time or a reader during SATs and will apply for this accordingly with guidance from the SENDCo and Headteacher.

15. HOW WILL YOU SUPPORT MY CHILD WITH REMOTE LEARNING DURING THE COVID-19 PANDEMIC?

Please see the schools Remote Learning Plan as published on our website for our schools home learning provision offering.

We recognise that some pupils may not be able to access remote education without support from adults at home and this may likely be the case for our pupils with SEND.

Acknowledging the difficulties this may place on families, we will work with parents and carers to support these pupils in the following ways:

- All parents and carers of pupils with an EHC plan who need to access remote education at home, will be contacted by the SENDCo and class teacher to work in partnership with them to discuss the endeavours that will be taken to provide and meet the provision outlined in Section F of a pupils plan.
- A record of this discussion and plan of provision will be shared with parents/carers and updated as necessary should a review of this provision take place. Any changes to the provision of an EHC plan during this time will be temporary.
- All parents and carers of pupils with significant SEND who need to access remote education at home, will be contacted by the SENDCo and class teacher to work in partnership with them to discuss how the school can adapt online learning to meet their specific needs, with individual planning occurring. A record of this discussion and plan of provision will be shared with parents/carers and updated as necessary should a review of this provision take place.
- All pupils with EHC plans or with significant SEND who are not attending school will have an individual risk assessment completed and updated as necessary, shared with parents/carers.
- Where pupils with EHC plans or significant SEND may struggle to transition back into school, support to return to education following the Covid-19 pandemic will be given via an individualised plan created in partnership with the SENDCo, class teacher and parents/carers of the pupil.

- All parents/carers will be supported virtually by a pupil's class teacher and by the SENCo as needed via email and online Zoom meetings where necessary, families can opt in for regular weekly or twice weekly calls from staff members for support.
- Support links have been emailed to all parents/carers of pupils with SEND who are not attending school at this time and will be added to the school website.

16. WHAT SUPPORT IS THERE FOR A CHILD'S OVERALL WELLBEING?

At Berry Pomeroy we recognise that children who feel safe and happy learn best, believing in the six principles of nurture.

The Six Principles Of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, nurtureuk.

As such, we provide a whole school nurture approach, where all pupils are assessed using Boxall Profiling with whole class development areas identified and targets worked upon in class complementing our PSHEE offering.



THE BOXALL PROFILE

For the assessment of children and young people's social emotional wellbeing



You can find out more about Boxall Profiling by accessing this online leaflet:

https://www.nurtureuk.org/sites/default/files/boxall_profile_leaflet_online_1_1.pdf

All staff receive relevant safeguarding and pastoral training. All staff use CPOMs to record well-being issues as well as safeguarding, behavioural and medical concerns so there is a complete picture of a child's needs.

The school tackles bullying by aiming to prevent it from happening in the first place and if it does occur tackling it quickly, fairly, consistently and effectively. You can find details of our approach to this in the Anti-bullying policy located on our website.

Good attendance is promoted with a whole school approach and through our EWO you can find further guidance regarding this on our website.

Staff work in partnership with parents/carers with a policy of open communication to ensure that pupils' wellbeing is always a priority.

17. HOW ARE THE ADULTS IN BERRY POMEROY SUPPORTED TO WORK WITH CHILDREN WITH SEND? WHAT TRAINING DO THEY HAVE?

Staff Roles	Training and Support
SENDCo	<ul style="list-style-type: none"> - NPQML - NASENCo (underway) - Equality & Diversity - Neuro Linguistic Programming - Manual Handling - Autism - Dyslexia - MLD - EAL - Mental Health First Aider
Specialist Teachers & TA's	<ul style="list-style-type: none"> - Manual Handling - Autism - RWI
All Teacher & TA's	<ul style="list-style-type: none"> - Whole school SEND training - Whole school child protection - Brain Injury Support (TBC)

This list is not an exhaustive list, but gives example of some of the more specific training staff have.

18. HOW WILL WE SUPPORT A CHILD TRANSITIONING TO BERRY POMEROY?

Once your child has been allocated a place in our school by the Local Authority, if you have not yet visited the school we will invite you to do so and for your child to see their classroom and meet with their class teacher.

If your child is at nursery or will be joining the Reception they will receive a home visit.

We understand that transitions can be difficult for children with SEND and we will respond on an individual basis to your child's needs. If appropriate or needed we can offer enhanced transition this can include a taster session(s), where the child can stay and experience time in their new class with their peers, a transition booklet with photos to support the move or anything else discussed and decided beneficial.

We will always liaise with the current provider to ensure provision is in place for when the pupil starts at our school and we will endeavour to visit your child in this setting before they do so.

If other professionals are involved we will endeavour to hold a TAF meeting to discuss your child's needs, share strategies used and again ensure provision is in place before your child starts.

19. HOW WILL WE SUPPORT A CHILD WHEN THEY ARE LEAVING THIS SCHOOL? OR WHEN MOVING ONTO ANOTHER CLASS?

We recognise that moving on can be difficult for a child with SEND and will take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will talk to your child to identify how they are feeling about the move and identify ways in which we can make it as positive an experience as possible
- We will contact the new schools SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child
- Where possible we will support a visit to the new school in advance of the move
- Where possible or needed, we will support the creation of a social story to support their transition
- We will make sure that all records are passed on as soon as possible

If your child is moving classes in school:

- Opportunity to 'meet the teacher' each year before the new academic year starts
- Information will be passed onto the new teacher in advance and in all cases a planning meeting will take place with the new teacher. All provision maps, ILPs/IBPs and SEN support plans will be shared with the new teacher.
- If your child would be helped by a book to support them moving on then it will be made for or with them.

21. WHAT CAN I DO IF I AM NOT HAPPY AND WANT TO COMPLAIN?

At Berry Pomeroy we are committed to working with you to provide the best education for your child. If there is a time that you feel unhappy with the provision being made, we encourage you to let us know as early as possible to enable us to work together to reach an outcome everyone is happy with.

We welcome feedback from parents/carers, pupils and other agencies and most concerns can be dealt with by the class teacher or SENDCo.

If you are still not happy about the way your child is being supported in school you can contact the Headteacher who is responsible for the day to day management of all aspects of the school including the support of children with SEND, as well as ensuring that your child's needs are met and that the Governing Body are kept up to date about issues relating to SEND.

The SEND Governor can also be contacted if you so wish and they are responsible for making sure that the necessary support is given for any child with SEND who attends the school.

Should you wish to make a formal complaint, details of the schools complaint procedures can be found on the school website.

20. WHAT ARE THE CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEND?

SENDIASS Torbay provides information and support for parents/carers of SEND children aged 0-25 living in Torbay.

<http://sendiasstorbay.org.uk/>

DiAS provides information and support for SEND for those living in Devon.

<https://www.devonias.org.uk/>

IPSEA is the Independent Provider for Special Educational Advice and is a registered charity offering free independent legally based information, advice and support to help get the right education for children and young people with all kinds of SEND.

<https://www.ipsea.org.uk/>

Other useful links:

Children and Family Health Devon

<https://childrenandfamilyhealthdevon.nhs.uk/>

Devon Children and Families Partnership

<https://www.dcfp.org.uk/>

Torbay Child Health Services

<https://www.torbayandsouthdevon.nhs.uk/services/child-health/>

British Dyslexia Association

<https://www.bdadyslexia.org.uk/>

National Autistic Society

<https://www.autism.org.uk/>

Dyspraxia Foundation

<https://dyspraxiafoundation.org.uk/about-dyspraxia/>

Scope

<https://www.scope.org.uk/>

Our school SENDCo can also help sign-post you to other relevant support services personalised to your child.