

SCHOOL POLICY AND PROCEDURE

<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils? 	<p>The ACE SEND policy was reviewed and approved by Directors in February 24 and will next be reviewed in February 2026. The SEND strategic lead (KBurns) edited the policy so that in now includes our ACE curriculum strategy. This now includes our underpinning ACE principles.</p> <p>SENDcos, the ACE inclusion team along with the LGB will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It also references the DFE's latest guidance - https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sen-dd/</p> <p>The policy includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practise and the requirements schools must undertake for all SEND pupils.</p> <p>Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school's accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website. Our local offer has recently been amended to ensure it reflects our ACE approach. The ACE SEND policy also includes a glossary which governors may find useful. The SENDco along with the headteacher creates a SEND action plan that aligns with the policy and the annual school improvement plan.</p> <p>In addition our 'SEND in a nutshell' document provides a quick glance and key outcomes and data for the school</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><u>Key actions 23/24-Impact for SEND pupils</u></p> <ul style="list-style-type: none"> • Development of ACE curriculum for SEND learners to ensure bespoke Review of assessment systems for pupils that are working below ARE • Trauma informed training for all staff • Improved intervention sessions (RW/Inc additional sessions and pre teaching) • Developing metacognitive strategies for struggling learners • SEND action plan outlining termly actions to ensure all SEND pupils make more timely progress and are having their needs met • Ongoing Staff training for teachers and TAS around the Provision Mapping tool • SENDcos closely monitoring ILP targets through the online tool, separate parent evenings for parents with additional needs to ensure lengthier meetings • SEND Trust improvement groups meeting termly to share best practise and further improve subject knowledge through ongoing training. • Embedding our 10 E's approach vulnerable children which will underpin all that we do for children in need of the greatest support • SEND reviews Spring term and SEND audit Summer term • LSA ongoing training to ensure impactful interventions

There are many comments highlighting our strong practice for SEND in our April 24 OFSTED report - *The school is aspirational for pupils with SEND. Early identification ensures these pupils get the help they need. Pupils benefit from ambitious learning plans and effective adaptations. This helps them to progress through the curriculum successfully alongside their peers.*

Key Lines of Enquiry for 24/25 (see SEND action plan)

Objective 1	All SEND pupils make exceptional progress as a result of QFT and highly impactful interventions that are rigorously monitored. (See SIP Objective 1)
Key Result 1	Interventions from teachers and teaching assistants are closing gaps and children are increasingly able to access their <u>age related</u> curriculum
Key Result 2	Early interventions are ensuring that children have bespoke provisions before a diagnosis/assessment is sought
Key Result 3	Teachers effectively adapt their planning and provision to ensure needs are met so that progress for SEND pupils is accelerated
Objective 2	Pupils with SEND have improved behaviours as a result of high standards, thoughtful and detailed planning of ILPs and other provisions (See SIP Objective 3)
Key Result 1	All adults know the school positive behaviours policy in detail. Consistency of approach and application is uncompromising.
Key Result 2	Classroom environments and resources are well adapted to the needs of most vulnerable pupils
Key Result 3	ILPs reflect the 3 core values. All SEND learners have impactful character and metacognitive targets that are making a difference

How does the school identify children with special educational needs?

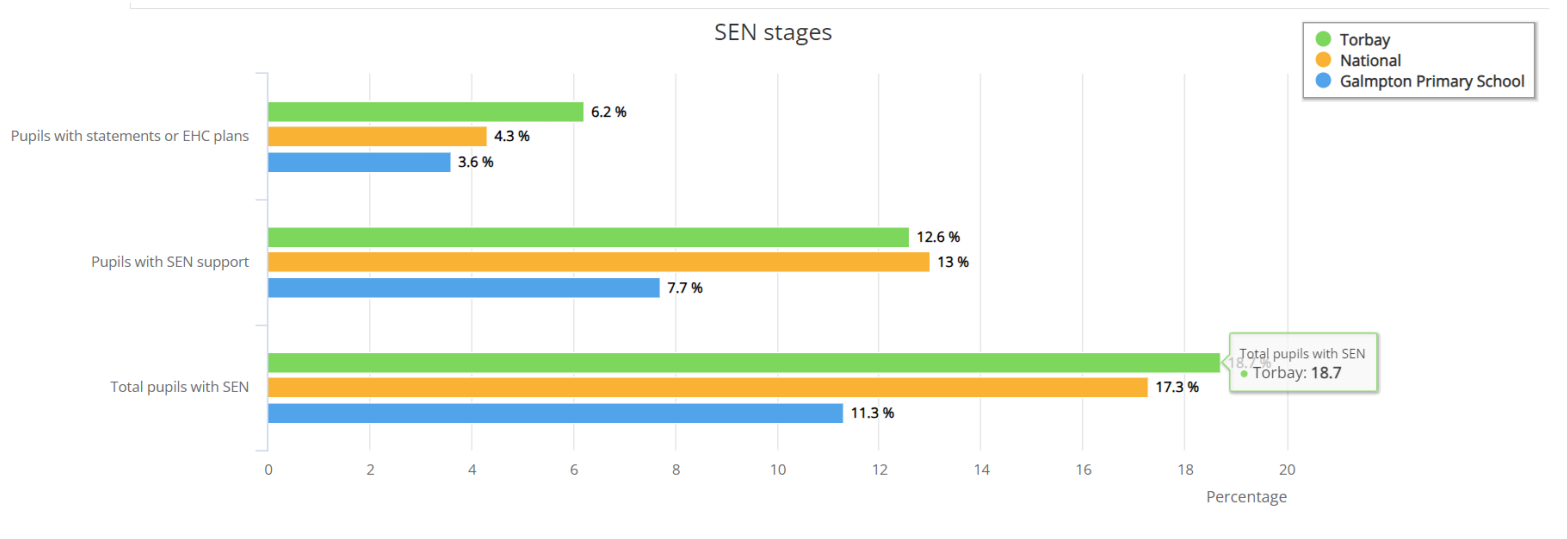
The identification of children with special educational needs will include one or several of the following:

- Outcomes (identified in progress Meetings and ongoing assessments)
- Class teacher’s assessments and observations
- Concerns expressed by the parent
- Children with significant social and emotional challenges that are disrupting or preventing children from learning
- School and national assessments including whole class language link assessments in EYFS
- Liaison with the child’s previous setting, other school or agencies involved
- Referrals from other agencies

How many children in the school have special educational needs? How many EHCPs are in place?

AREAS OF NEED	NUMBER OF PUPILS- 27 (12%)	PUPILS WITH EHCP- 9 INCLUDED IN OVERALL SEND
Communication and Interaction	12	4
Cognition and Learning	8	1
Social, Emotional and Mental Health (behaviour)	4	3
Sensory or Physical	3	1

Feb 2024



How many children have met the exit criteria and no longer need that support?

The Current Picture-There are 27 pupils (12%) on our current SEND register including 9 pupils (4%) with Education Health and Care Plans . Overall SEND register has increased by 1% from last year.
 • Of the 27 children on our SEND register there are 13 boys, a decrease in boys from last year,9 children with EHCPs, 5 are boys with 4 girls. We lost 5 children with EHCPs last year, 3 were in Y6 and 2 had their EHCPs removed as a result of significant progress made against their targets. We currently have 2 EHCPs in draft.

ONGOING AND DAILY SUPPORT FOR PUPILS

How are pupils with SEN ensured access to the curriculum?	<ul style="list-style-type: none"> • Quality First teaching • Daily reading sessions and additional phonic sessions • Individualised plans that identify small steps for progress • Individual timetables (often visual) • Scaffolded/supported learning in class • Additional learning sessions eg pre-teaching • Interventions such as Read, Write inc and Fresh Start • Pastoral/Nurture support • Wellbeing warriors -our mental health strategy • Use of additional adults to provide bespoke and individual plans • Enrichment programmes • Physical support eg adapted chairs/dyslexia coloured acetates • Multi sensory learning • Speech programmes-Language link • Memory programmes
What are the targets for children with special education needs ?	Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies such as the educational psychologists. Plans are reviewed termly and parents discuss progress towards the targets at parents evening. Throughout the lockdown period we have ensured that home learning is appropriate and differentiated. We have regularly checked in with every child on the register and maintained exceptionally good communications with parents.
How are interventions timetabled so that children are receiving additional support?	Many children on our register receive early morning interventions beginning as soon as the children come into school. We run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Teachers begin pre teaching sessions and one to one interventions at these times too. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Pastoral programmes mostly take place in the afternoons with additional interventions including Snip. The Power of One (Maths) Read, write inc one to one sessions also happening after children have finished their Maths and English lessons.
How are staff deployed to ensure progress for SEND pupils?	Where we can, we avoid assigning children a one to one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support. We continually look for opportunities to share best practise through our TA meetings that happen once every half term. Two children who have EHCPs have TA support sometimes 1 to 1 but mostly 2 to 1. A child who has significant behaviour challenges has a 1 to 1 TA to support their needs. Other teaching assistants support children in class for Maths and English and then begin interventions for the remaining of the day. These are only stopped where TAs cover teachers PPA time or other cover.
PROVISION, INCLUDING STAFFING FOR SEND PUPILS	
Are all the relevant plans in place?	All children are on a school provision map stating their prime area of need and the support that is in place for them. Our intervention plan enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.

(provision maps, individual education plans, pastoral plans)	IEPs are reviewed half termly and shared with the child and parents who have an input into the plan. The SEND register is reviewed half termly by the SEND leads (KB and JF (SENDco) Where children are not responding well to a plan or intervention we adapt the provision. We have explored the use of an online tool- www.provisionmapping.co.uk with SENDcos across the Trust to see if we can ensure greater consistency and effectiveness within our practise.
How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	Resources are deployed dependent on the individual needs of the children. Some children at Galmpton require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out. We currently have 3 HLTA's and 5 LSA's (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. Our SENDo has moved into her role as inclusion lead and continues as our Pastoral Lead too. The Headteacher continues as CIC (children in care) lead. External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board.
Are there any budget/resource issues in terms of SEN provision?	Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from it's delegated budget. This is proving to be an increasing challenge for the school. In February 24 our element 3 funding is £66,456 to be for our 8 EHCP pupils (we're awaiting exact funding for one pupil. Funding for LSA support, additional teaching support, interventions for these children is approximately double this figure at £118.000

PROGRESS FOR SEND PUPILS

How is SEND progress monitored?	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and TA supports • Use of entry/exit data for specialist programmes and interventions • Regular review of provisions and use of the online provision mapping tool • Book looks and provision reviews • Use of Insight tracking facility to look at progress • Standardised tests -PIRA and PUMA • Class flight paths and teacher mark books • On going Monitoring and observation plan/peer reviews • Observations by external agencies and ed.psych • PEP meetings and termly review meetings with parents
How is progress for SEND pupils measured?	Teachers at Galmpton continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SEN Team to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA's leading these will keep a record of progress on the child which

are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.

What Progress are SEND children making?

KS1 End of 2024 Data:						
	School			National		
	R	W	M	R	W	M
All pupils	80%	80%	90%	74%	72%	73%
SEN Support (4)	0%	0%	50%	48%	36%	44%
EHCP (0)	N/A	N/A	N/A	19%	12%	17%

KS2 End of 2024 Data:								
	School				National			
	RWM	R	W	M	RWM	R	W	M
All pupils	82%	88%	82%	82%	61%	74%	72%	73%
SEN Support (4)	25%	50%	25%	25%	26%	48%	44%	39%
EHCP (3)	33%	67%	33%	33%	19%	12%	17%	17%

STAFF TRAINING AND OTHER AGENCIES

Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?

The SENDCo attends all forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared and training needs covered.
The SENDco has undertaken a number of training courses over the past year, having completed her NASENDco course in their 2022. In addition our SENDco achieved a distinction in her Level 5 TISUK trauma informed diploma. She has also passed her L5 mental health leads diploma. Both course were at degree foundation level.

. Training includes:

- Trauma informed schools training for whole staff -accreditation acquired 2023
- LA SEND courses including SEND updates and the graduated response
- Wellbeing/mental health for pupils
- Torbay SEND briefings
- Emotionally Based School Avoidance or EBSA training
- Ongoing provision mapping training
- Graduated Approach training
- trauma/ attachment informed training
- Subject lead support with Dr Adam Mc Cartney, Educational Psychologist
- ASD/behaviour support training with Mayfield

Have the relevant staff members received appropriate training? What training have they undertaken over the last year?

The SENDco has then disseminated the above training to all staff. The SENDco regularly trains all staff as part of her role. Our SENDco also responsibility for Pastoral support and well being. The Headteacher has continued to carry out behaviour management training with all staff and The SENDco also led two SEND PDMs for all staff on ensuring provision and interventions align with our ACE curriculum. In February 2024 our SEND offer and provisions were recognised as being highly effective by OFSTED, with pupils making very good progress from their starting points: *Staff are relentless in their passion to enable pupils to succeed in all aspects of school life. Within a highly inclusive setting, staff have a strong desire to make a difference for all pupils, and they do. OFSTED April 2024*

Courses completed by staff include:

- Positive behaviour in the Early Years
- Autism Awareness
- Equality and Diversity
- Masking in school

	<ul style="list-style-type: none"> • Supporting challenging behaviours (All LSAs January 2025) • Listening skills • Mental Health Awareness
Which external agencies and support agencies are the school working with and how well is this working?	<p>We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.</p> <p>The SEND Local authority advisor meets three times a Year with the SENDCo. These meetings involve sharing evidence of impact of interventions and provision on outcomes with our children with an EHCP. This required THE SENDCO to share the effective allocation of resources. The feedback from Sarah Dovey SEND advisor ,was very positive about our provision for our children with EHCPs. Sarah asked THE SENDCO to deliver a session at the SEND Network briefing around our support for children with Social, Emotional and Mental Health Needs.</p> <p>We work very closely with the Virtual school, KB is vice chair of Governors for the school and has a close working relationship with the team.</p>
WORKING WITH FAMILIES	
What communication strategies are in place for parents/carers of children with SEN?	<p>We continue to work closely with our parents and our SEND support group for families meets regularly and contributes to our monitoring and improvement work. Feedback continues to be very positive, the group continues to meet and share their experiences, the challenges and many successes. As part of our ethos, we have an 'open door' policy in which parents are able to discuss any issues / concern or have questions answered as the occur. Our parentview feedback from the April 2024 OFSTED noted 100% positive feedback from parents of children with SEND. The inspector noted that this was unheard of and something the school should be very proud of.</p> <p>Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> - Termly meetings to discuss ILP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings <p>We have a wealth of information of on our website, a link that our parents of children with SEND say has been invaluable for them, both in terms of signposting, but also for resources to use at home. The SENDco collated a huge amount of SEND support groups and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative. See: https://www.galmptonprimary.org/send-home-learning</p>
What do parents say about the provision offered by the school?	<p>See parent view and SEND parent forum feedbackFeedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents, as part of the local authority review and from our Family SEND support group. Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic Year. Feedback from our Year 6 leaver parents and carers was particularly positive as children moved on to the next stages of their education with many successes achieved in what has been the most challenging year in school for them.</p>
REVIEWING SEND ACROSS THE YEAR	
What is going well?	<ul style="list-style-type: none"> • Quality first teaching for children with additional needs • The rapid progress made for many of our SEND pupils • The character and metacognition strands of our curriculum that are impacting positively on curriculum progression.

	<ul style="list-style-type: none"> • Our relational approach that underpins our behaviour policy. This year we have welcomed 6 LA schools who have been sign posted to us as a school that manages behaviour exceptionally well. • The plans in plans for Pastoral support following the resignation of our lead practitioner • A well-qualified and knowledgeable SENDco who knows our SEND children's needs • Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants • Reading support sessions • Pre teaching interventions including phonics catch up • Language link interventions for pupils with communication needs • Implementation of the graduated response • Spring term SEND deep dive with much to celebrate
<p>What is going less well and needs to be part of a SEND action plan?</p>	<ul style="list-style-type: none"> • Our most vulnerable children are struggling as a result of home circumstances. We are working closely with external agencies, but the support these children need is considerable and their needs are complex. • We are looking at assessment systems to track our SEND pupils so we can better measure the impact of our work • COVID has left a legacy of increased need and additional supports • Additional staffing would allow for further support and interventions
<p>How has the school continued to secure more rapid progress for SEND learners?</p>	<p>OFSTED, April 2024 noted that <i>'Parents are overwhelmingly supportive of the school. They value the difference the school makes to their children. Parents praise the care and support the school provides for pupils, especially those with special educational needs and/or disabilities (SEND).</i></p> <p>We continue to prioritise our SEND pupils in terms of offering school places but also ensuring that contact is frequent for those children staying at home. We have a thriving parent/carer group who are actively involved in communicating their views and seeking additional training opportunities for themselves and the school. Teachers carefully adapt learning and this continues to be timely and challenging. A recently adapted TA timetable is ensuring that our most vulnerable learners have impactful interventions that are short and frequent. This ensures that our pupils with SEND have access to both a broad and balanced curriculum alongside their bespoke interventions.. The SEND link on our website is helping parents find additional support and we continue to make referrals and requests for support where we feel this is necessary.</p>