

Milton Abbot School



Milton Abbot School

SEN INFORMATION REPORT 2020-2021

Approved by Governors

Chair of Governors: Brian Cook

Headteacher: Christopher Luxford

SENDCO/Inclusion Leader: Christopher Luxford

1. The kinds of special educational needs for which provision is made at Milton Abbot School

Milton Abbot is a single form entry, 4 class mainstream primary school, which accepts children from the local area (including Nursery Aged Children.) **No pupil will be refused admission to school on the basis of his or her special educational need.** In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

The staff and governors of Milton Abbot School work hard to ensure that all SEND pupils reach their full potential, are fully included within the school community and can make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Currently at Milton Abbot we have children displaying all four of the prime areas of need as identified in the Special Educational Needs Code of Practice 0-25, September 2014: *Communication and Interaction; Sensory and/or Physical Needs; Cognition and Learning; Social, Emotional and Mental Health Difficulties.*

At Milton Abbot School we offer a commitment to:

- Monitor the progress of all pupils; although some children and young people with SEN can be identified at birth, other difficulties only become evident as children grow and develop – therefore it is vital for our school to liaise with parents and carers to recognise any changes
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and those pupils with Special Educational Needs
- Identifying barriers to learning using our 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*
- Decide, in consultation with parents, whether SEN 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?

The progress made by all pupils is regularly monitored and reviewed throughout usual tracking systems put in place at Milton Abbot School in order to ascertain if a child needs extra help, or may have Special Educational Needs. These include: **writing assessments against Age Related Expectations (ARE), PM Benchmarking for Reading, Guided Reading using Age Related Expectations, End of Unit Assessment and Progress tasks in Maths and Grammar, Schonell Spelling age tests; SATS tests, Junior Dyslexia screening test; THRIVE questionnaires and observations made by adults working in school.**

However, there are many other ways the teaching and support staff will be able to identify children who are not making expected progress or attaining in line with their age-related expectations. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by 'Universal provision' within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Where pupils continue to make persistently slow progress despite support and quality first teaching, the class teacher will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo)/

Inclusion Leader to assess if a pupil has a significant learning difficulty and agree appropriate support. In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This requires discussion and agreement with the pupil's parents/carers, in accordance with best practice and the legal requirements of the Code of Practice.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes persistently slow progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that is an ongoing barrier to the development of social relationships and cause a substantial barrier to learning.

In addition, Milton Abbot School also:

- Pays 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
- Provides teaching and support staff with comprehensive guidance in relation to identification processes
- Has clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Uses a range of appropriate screening and assessment tools to identify needs
- Gathers regular first-hand evidence of pupil needs
- When appropriate, seeks advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEN support services etc. in order to gain a better understanding of a pupil's needs
- Designates a qualified teacher to be responsible for co-ordinating SEND provision (Christopher Luxford, Headteacher), ensuring appropriate experience or qualifications are in place
- Informs 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
- Informs pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identifies the nature of each pupil's SEN needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly reviews 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;

At Milton Abbot all children are regularly assessed and tracked, identifying whether they are working in line with their age related expectations for reading, writing and maths. Cohort tracking systems indicate children who may have slowed down in relation to their rate of progress and prompt staff to review the provision being made within the classroom environment. Interventions are planned to take place throughout the school day, focusing on areas of need which have arisen through discussions with the class teacher.

Class teachers ensure Universal Provision is in place as part of their Quality First Teaching commitment and Teachers' Standards, including a classroom environment that is SEN friendly and offers clarity of access to all available resources. Pupils who require targeted provision require an Individual Progress Plan with SMART targets and links to the child's individual needs, incorporating barriers and interventions. These should be updated regularly, but no less than on a half-termly basis.

Progress, attainment and anonymised data is shared with Governors at regular Governors meetings. In their role as a 'critical friend' to the school Governors ask specific questions about the data and rates of progress for cohorts. The

identified Governor for SEND is Miles Smith, as part of his Child Protection Governor role, which incorporates all vulnerable pupil groups. Miles liaises with the SENDCO termly to carry out the SEN data collection spreadsheet, which reviews key areas of the SENDCO role and the provision of SEND across Milton Abbot School. Challenge and support is made during these data collection meetings, including 'follow up and follow through' of any key targets or actions agreed.

Staff at Milton Abbot School:

- Evaluate the quality of provision for children in the annual performance appraisal cycle, as well as through classroom observations linked to School Improvement Plan priorities
- Evaluate the quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- 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 – highlighting to parents when low attendance rates are hindering progress
- track the progress of different pupil groups and cohorts – by area of SEND need and year group
- monitor the impact and success of specific interventions through comparison of pre and post intervention data

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

Milton Abbot School is committed to informing parents at least twice a year, ideally three times, of the progress their child makes towards their individual targets on their plan and also their progress towards age-related expectations. An individual plan should record targets aimed at the child's individual needs but also academic targets, which may be made up from current year group and/or gaps that need filling from previous year groups. The rate at which a child 'ticks off' such targets is a key indicator of how well a child is learning and therefore how effective the provision is. All parents receive a copy of the updated plan and their progress chart. The class teacher shares successes and continuing targets, allowing the parent to share feedback on the provision and the progress made. Some children may have daily contact between home and school to support their needs.

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?

Staff regularly adapt and revise practise to match the needs of the cohort of children they are working with. Interventions to supplement learning are planned by the class teacher.

All of our other members of staff have had relevant and recent training in changes to teaching styles and curriculum, and are skilled at differentiating for mixed age classes and different ability levels. We have regular 'Special Status' meetings as a school team to share best practice and to focus on a particular need from autism to dyslexia, which also enable class teachers to work together to explore strategies to support individual children. Nothing is left to chance at Milton Abbot School.

At Milton Abbot School your child will have an SEND support folder containing their individual progress plan or other relevant documents, as well as any supporting evidence or advice. Additional paperwork about your child will be stored centrally and shared only with necessary staff. As part of our transition arrangements between classes and schools time will be built in for staff to discuss individuals. We are proud of our communications with all secondary school providers and are able to offer enhanced transition for any pupils requiring this.

Following changes to the SEN Code of Practice 0-25 for 2014, staff at Milton Abbot will begin to transfer children's information on to the Local Authority's revised SEN forms, as and where relevant. In EYFS the Foundation Stage Profile will be used to make judgements about the level of development of individuals.

Every school is required to meet the Special Needs of the children or young people that they support

At Milton Abbot we:

- Ensure all pupils access to Quality First Teaching which takes account of pupils differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs, exploring and using a range of resources, expertise and strategies
- endeavour to secure the special educational provision required for a pupil's needs, by liaising with Devon Local Authority Special Educational Needs department
- Make appropriate use of the resources in our delegated budget to support children and young people with additional needs
- Identify a pupil's persistently slow progress and review individual needs early
- 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, and formal approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning, where and when needed

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

At Milton Abbot school all teaching is planned in accordance with children's emerging needs, but designed to stretch and challenge in order to help all children reach their potential. Access to academic progress must never be denied to a child.

The curriculum is differentiated in a range of ways, for example through the provision of practical resources, adapted learning spaces, use of adult support or through a different expectation of recorded learning outcome. Barriers to learning are removed wherever possible, to allow the child to make adequate or better progress.

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

At Milton Abbot School, where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Progress Meetings and may take place solely with school staff or involve parents and carers where appropriate. Teachers also have a strong focus in their annual Appraisal cycle on SEND learners and children whose attainment may be causing concern. For those pupils with more complex needs or for who a more frequent cycle needs to be employed, additional meeting dates will be set.

At Milton Abbot staff discuss intervention timetables and construct provision maps which detail the type of support different groups of children need. An overview of the SEN needs within the school is constructed and adapted to reflect changes each term by the SENDICO. This identifies areas of need throughout the school and support staff/teaching assistants are deployed to help meet these needs. Additional practical resources are sometimes purchased, with individual children in mind, but which are also beneficial to other children across the school. These resources are purchased following advice from external agencies and professionals, or by resource auditing across the school.

Milton Abbot School have adopted, from September 2014, the Devon Local Authority SEND Pathfinder Service Delivery Process and follow the statutory SEND Revised Code of practice 2014 to ensure that individual needs are being met and support granted. Provision maps detail how effective interventions have been and a further needs analysis of individuals and cohorts determines the level of ongoing support. Devon's SEND forms will support both parents and teachers in recording their thoughts about an individual's progress and needs.

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;

Milton Abbot School will do its best to ensure that necessary provision is made for any pupil who has special educational needs or disabilities, to enable them to play a full role in school life. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school, both within the school day and outside of it.

The staff and governors of Milton Abbot School will also work to ensure that all SEND pupils are fully included within the school community.

All children are able to attend clubs and extra-curricular activities. At times special additional provision (staffing hours, or adapted resources/equipment) may be needed, dependent on the type of activity, age and number of children attending a club. At Milton Abbot we pro-actively encourage all children to attend clubs – offering a range of different interests, both during lunchtimes and after school.

Trips outside of the school grounds are subject to risk assessments and, for most trips, pre-visit visits are made in order to ascertain whether the environment is suitable for the needs of the group of children. School staff will also liaise with parents/carers about any forthcoming trips or outings so that they can advise staff about any adaptations needed, or help prepare their child for the trip. During lunch and break times clubs are provided for children to attend, where there is close adult supervision. The playground area is well-staffed, and space is utilised well. There are quiet areas to sit and take time out, or engage in a quieter and more sedate activity which are well resourced; as well as spaces to run about and engage in physical activity. Thrive principles are applied during playtimes. A programme known as

Jellybeans is also designed to support children struggling to make or maintain friendships, or those who find it hard to be alone at playtime without close adult company.

Within the wider school community, all children, regardless of their SEND, are offered the opportunity to take on additional responsibilities, for example on the Eco-Council, as School Council members or as helpers at dinner time, if deemed wholly appropriate.

Schools and settings are expected to:

- 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 SEN engage in the activities of the school alongside pupils who do not have SEN

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

All children are eligible to become part of our Thrive groups, working either as part of a small group or on a one to one basis depending upon their need. Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to better regulate and manage more positive engagement with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled, or troubling, behaviours providing a firm foundation for academic attainment. Jellybeans is available for children who find playtimes tricky. By spending time with supported play, alongside an adult, children often find playtime can become a more positive experience. Children who need medicines administered as part of their level of need, will have their needs catered for in line with our school's Medicines policy. Any children needing care with personal hygiene/toileting have an identified adult supporting them, who encourages the child, as far as possible, to be independent. Care plans are in place for any child needing support with intimate care – which are shared with parents/carers and are based on advice from external experts. Children with mobility issues have a PEEP – Personal Emergency Evacuation Plan – to ensure their safety at all times in the event of a fire or other emergency requiring us to vacate the building. Children with behavioural difficulties are supported in line with Milton Abbot's Behaviour policy. Strategies such as the Milton Model Citizens scheme are used to reward those displaying consistently good behaviour, as well as acting as a visual reminder for children who find it harder to maintain positive behaviours. The use of celebration assemblies, stickers, stampers, postcards home and visits to the headteacher all help to encourage children to achieve and maintain high levels of behaviour.

Milton Abbot School:

- Promotes the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly reviews and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils
- Reviews attendance and exclusion data for SEN pupils
- Provides a safe environment for children and young people and recognises that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Is 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
- Remains 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
- Assesses pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensures appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Has 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 reviews their SEND, anti-bullying and behaviour policies
- Has pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate, seeks further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Has regard to the Early Help Pathway and where appropriate uses 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 SEN co-ordinator.
	Milton Abbot School's SENDCO/Inclusion Leader is Mr Christopher Luxford (Headteacher and he can be contacted by post via the school address, by telephone (01822 870273) or via email (admin@miltonabbot.devon.sch.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.
	<p>Mr. Luxford has completed SENDCO training and meets regularly with other local SENDCO to share best practice and take consideration of new initiatives, both local and national. He has received training for all key areas of SEN including the latest Devon strategies for the autism pathway and how to identify and support pupils with dyslexic traits. All staff at the school engage in regular INSET sessions during which time Quality First Teaching is addressed (we refer to these as Special Status meetings). The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – throughout the year a programme of in-house and external courses, covering a variety of SEN is offered, and staff can sign up to the sessions which best meet their CPD needs. All staff have regular CPD and Performance Appraisal meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary. Teaching assistants are engaged in ongoing training whereby the role of the teaching assistant is developed. External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.</p> <p>If your child is due to start school, with needs that have not yet been experienced at Milton Abbot, then a comprehensive transition plan will be followed, allowing all parties to inform the next steps for the individual child. Outline the schools approach to training and development of staff (including whole school training) to enable them to support children with special educational needs.</p> <p><u>The following specialist support was used:</u></p> <p><i>Educational psychologist, Speech and Language Therapist Occupational Therapist Communication and Interaction Team School Nurse Behaviour Support and PSP support via Ali Hirst Inclusion Support Educational Welfare Officer Support</i></p>
	<p>At Milton Abbot we:</p> <ul style="list-style-type: none"> ▪ Regularly audit and review staff training needs and provide relevant training to develop whole school staff's understanding of SEN and strategies to support inclusion and high quality teaching ▪ Use our 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 (SENDICO) in providing professional guidance to colleagues and contributing to professional development of all staff ▪ Ensure that the SENDICO has sufficient designated time to fulfil their role adequately ▪ Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials ▪ 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.
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The school has a Disability Access Plan, which is reviewed regularly. The site has been improved to allow access and mobility for disabled visitors and pupils, including the use of widened doors, ramped areas, relocation of classrooms and learning areas to avoid the use of stairs and narrow spaces. There is a disabled toilet and shower located in the Red Class Building, and our toilets in the main building have an adjusted toilet in the girl's cubicles. The school has an identified disabled parking bay in the car park. Our grounds, outside, include a range of different surfaces, which are monitored and reviewed regularly with regards to their suitability for use.

At Milton Abbot School we:

- make appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Use our best endeavours to make sure that a child with SEN gets the support they need
- Carry out our duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (DAF 2a, 3) 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 we can offer our 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.

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. At Milton Abbot school we strive to do this, as well as listening to and addressing any concerns raised by children and young people themselves.

Schools must provide an annual report for parent's on their child's progress. At Milton Abbot we provide a written report once a year, alongside regular Parent's evenings. Milton Abbot also operates an open door policy - inviting parents to keep us informed of any developments in their child's life. At the start of the school year, there is a 'Welcome to...' meeting for parents to attend to find out what will be happening in the classroom, as well as ways to support their children. A comprehensive transition package is run by the Foundation Stage team, with staggered entry into school in the September of the new academic year. An enhanced transition package is also brokered with local secondary schools for children who need this level of support at KS2/3 transition.

Parent Forums will be held throughout the year to discuss general issues, as well as more specific queries or areas. Open Mornings are held every Friday to give parents an informal chance to share their learning with their children. There is also an opportunity to speak to teachers during this session.

At Milton Abbot school we strive to ensure that:

- we make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- decisions are informed by the insights of parents and those of children and young people themselves
- we inform parents when we 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
- our parents are fully aware of the planned support and interventions and, where appropriate, seek parental involvement to reinforce or contribute to progress at home.
- a clear date for reviewing progress is agreed and the parent, pupil and relevant teaching staff are clear about how they will help the pupil achieve the expected outcomes
- we aware that a child's parents, young people and staff at Milton Abbot School 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 their school if they believe they have or may have SEN.
- we carry out annual reviews through an appropriate person centred planning process
- we identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- we hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (we aim to offer this three times a year)

- we establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- we are using the Devon agreed SEND 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
- we encourage the active participation of the child and their parent / carer

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

At Milton Abbot school we have a ‘My School, My Learning, My Views’ form which children fill in during their time in school, close to when they are put on the SEN register, or when a new provision plan (which we call an ‘Individual Progress Plan’) and targets are being set. They are involved in setting their own ‘wishes’ on their provision maps. Children with Statements and/or EHCPs are involved in reviewing their targets and organising their meetings, as are CiC children for their PEP reviews. Children are encouraged to share their wishes for their own development throughout the year – this can be academic, social, within school or outside of school. Children’s views are sought during their involvement and participation with different interventions to find out how we can further adapt provision to accommodate their needs and wishes, whilst still maintaining a view of the need to ensure progress for all and to try and reach age related expectations wherever possible.

Milton Abbot school provide a detailed annual report for parents on their child’s progress in the Summer term. However, we also have planned opportunities for other times throughout the year when information about your child will be shared with you.

In order to involve the child as fully as we can, children are told, in a positive manner, why they are receiving additional input. This applies to all children – not just those on the SEN register – and may relate to a tricky piece of work completed that morning or the day before, which is revisited with a school adult, or may be a planned intervention running for a set amount of time. It is important that all professionals listen, understand and address any concerns raised by children and young people themselves; therefore anyone working with one of our pupils is expected to share the goals of the session with them before commencing, as well as reassuring them about how well they worked.

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.

If you are concerned about something relating to your child, their progress, self-esteem or emotional well-being then we advise that you speak to your child’s class teacher first. If this is not possible, or something you feel unable to do, then you should speak to the school SENDCO/Inclusion Leader to identify any concerns or questions. At Milton Abbot school we endeavour to have an ‘open door’ policy and value the input you can give us about your child. Newsletters, class letters, homework sheets and information on the school websites, or our online parent communication tool Class Dojo all share information with you about your child’s learning and time at school. If you have any comments about how we can improve our communication with parents even further, then we would value your suggestions. If, at any stage, you feel that your concerns have not been answered or addressed then you may need to follow our formal complaints procedure. A copy of our Complaints Policy can be obtained from the school office, or via our website. We know nobody’s perfect and welcome your feedback and the opportunity to put things back on track for your child.

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.

At Milton Abbot school we welcome input and advice from a range of advisory services, dependent on the needs of the children we have in school. These may include: the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. By involving outside specialists we gain a better understanding of a pupil’s needs and how to support them with additional provision and further remove any barriers to learning.

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.

Please speak to your child's Class teacher, our SENDCO/ Inclusion Leader Mr Christopher Luxford, if you have concerns about your child, or would like to discuss the provision in school for them. Alternatively, if you would like further information about Devon's support for SEND children, please look at the following website. <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>
Or search online for Devon SEND local offer, email sendlocaloffer@devon.gov.uk or ring 01392 383000 and ask for local offer.

You can also speak to Devon Information and Advice Service for advice and support:
Phone: 01392 383080 Email: devonias@devon.gov.uk Website: www.devonias.org.uk
Facebook: www.facebook.com/DevonInformationAdviceSupport/

Or liaise with DPCV – Devon Parents Carers Voice
Phone: 07975 506069 Email: office@dpcv.org.uk Website: www.devonparentcarersvoice.org
Facebook: [Facebook.com/DevonParentCarersVoice](https://www.facebook.com/DevonParentCarersVoice)

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.

Opportunities to liaise with local secondary schools and colleges are capitalised on throughout the year, including linking with Parent's Information sessions run by local secondary schools (Milton Abbot is not a feeder school and our pupils apply to a number of colleges). If your child has additional needs then both the SENDCO and year 6 teacher will make contact with the SENDCO and Head of Year at the school your child is moving to, in order to share information about their needs, their strengths and their barriers to learning. Children with statements or an EHCP will have an Annual Review meeting focused on target setting and provision, but also on supporting transition. This will begin in their year 5 Annual Review or transfer to EHCP meeting. Children joining our school in EYFS will have some settling in days/sessions during the Summer term, and a slightly staggered entry to school in the Autumn term. The pre-school/nursery setting your child attends will be involved in the transition process through informal discussions with our EYFS staff.

At Milton Abbot School we:

- 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 SEN or disabilities with advice and information about matters relating to SEN 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 DAF 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.

Following changes to the SEND Code of Practice 2014 Local Authorities now have to provide details about their Local Offer for SEN Provision. Milton Abbot school link their provision closely with that which is expected by Devon LA. For more information about Devon's local offer for SEND please visit: <https://new.devon.gov.uk/send/>

If you would like any aspect of this SEN Information Report explained to you further, please speak to the SENDCO/Inclusion on 01822 870273 or admin@miltonabbot.devon.sch.uk.