Inspiring Futures Through Learning

Exeter
a learning community

SEND Information Report 2024-2025

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

What kinds of Special Educational Needs and Disabilities are provided for?

At Exeter - a leaning community our provisions match the four broad areas of need as defined in the SEN Code of Practice 2014:

- Communication and Interaction (including Autism Spectrum Disorder and Speech and Language Needs)
- Cognition and Learning (including dyslexia)
- Social, emotional and mental health (including ADHD)
- Sensory and/or physical needs (including hearing and visual impairment

How does our school identify children with Special Educational Needs and Disabilities?

At Exeter a learning community children may be identified as having a special educational need or disability (SEND) in the following ways:

- Liaison with the previous educational setting
- Monitoring attainment and progress – this will be monitored daily by the class teacher and more formally at Pupil Progress Meetings which are held termly.
- Concerns raised by parents
- Concern raised by staff
- Liaison with external agencies
- Health diagnosis
- Assessment data e.g. Phonics data such as Year 1 phonics screening

How does our school assess their needs?

Children with special educational needs or disabilities (SEND) will usually be assessed in the same way as their peers. This might include:

- School based assessments carried out initially by the class teacher
- Summative judgements made about a child's progress throughout the academic year.
- The daily assessment of teaching and learning.

To identify their specific needs or to assess their learning, children with SEND might also be assessed in the following ways:

- The use of assessment tools such as the Boxall Profile/ Lucid Screening
- B Squared (to track small steps of progress)
- Oak Curriculum
- They might be assessed by a specialist, for example:
  - An educational psychologist
  - A speech and language therapist
  - An occupational therapist

All children with SEND follow the assess, plan, do, review cycle for identifying and assessing individual targets as part of their Pupil Support Plan (PSP) – formally known as additional support plans (ASPs).

Some children may require an Additional Needs Plan. This is for children who may require additional provision to support them in the classroom or around school. An example of this is a child who has dyslexia but are working at age expected outcomes in Reading, Writing and Maths. They may require coloured books and overlays. The Additional Needs Plan ensures that all adults who work with the child are informed of their need. These are updated, as a minimum, annually with parents and the class teacher.

How will you support and communicate with me to help my child?

We promote close communication between school staff and parents to support children in school. School staff will be happy to advise parents on useful approaches or activities for the child to work on at home. We also encourage parents to share an important information that may impact upon their child's education or wellbeing with school staff. Please speak to class teachers in the first instance. The end of the school day, or a pre-arranged appointment, is the best time to speak with your child's teacher.

Parent's Evening is held twice a year (Autumn and Spring term) and an annual report will be shared at the end of each academic year. Pupil Support Plans (PSPs) will be shared at these meetings in Autumn and Spring. In the Summer term, an additional Parent's Evening will be held for children with PSPs.

What will the review process look like?

Pupils' progress is continually reviewed through in class assessments and through pupil progress meetings.

The formal review process for SEND pupils with Pupil Support Plans (PSPs) will take place three times a year. This will involve the class teacher, parent, and child discussing the set targets and evaluating the child's progress towards them.

The Additional Needs Plan process takes place, as a minimum, once a year. This will involve the class teacher and parent. They will discuss whether an Additional Needs Plan is still appropriate and update any amendments that may be necessary.

Children with EHCP plans will have an annual review in addition to the review process describe above. This will review the child's progress in relation to the outcomes detailed in their plan.

How will my child be prepared and supported during transition?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

If a child is joining us:

- Children will be able to visit our academy to meet key adults and explore the environment.
- They may be given the opportunity for additional visits to help to prepare them for their move to us. A phased transition may be appropriate.

- The SENCO at Exeter will contact the SENCO at the previous setting or school, where possible, to ensure that we have the relevant information to best support children with SEND who are new to the school.
- Appropriate provision will be put into place for the child.

If a child is moving to another educational setting:

- We will contact the SENCO at the new educational setting and ensure they know about any special arrangements that needs to be provided. Where possible, a planning meeting will take place with the SENCO from the school/academy and they may arrange a visit to the child in their current class before they move to their new setting.
- We will support the child with transition work, e.g. social stories, when needed.
- We will ensure that all records are passed on as soon as possible.

When moving classes within the school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- All children will have the opportunity to spend a day with their new teacher on 'transfer day'.
- Some children may be offered a personalised transition programme with our Wellbeing Team, or other members of support staff.

How will my child be taught within the school?

Quality First Teaching within the classroom is the first response to provide quality education for SEND pupils. Differentiation and reasonable adjustments are part of this approach.

Some children may be taught in small groups or 1:1 for part of the day as part of interventions or targeted work tailored to their specific needs.

How will the curriculum and school environment be matched to my child's needs?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Pre & post teaching to reinforce key concepts and vocabulary.
- Workstations, visual schedules and now and next boards.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching; for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or visual resources.
- Personalised equipment will be provided or put into place for pupils with physical or sensory needs, depending on the child's needs e.g. writing slopes.
- A broad and balanced curriculum – focussing and celebrating children's individual talents and skills.

What training has been provided for staff at our school?

Our SENCO has achieved the National Award for SEN Coordination.

The SENCO regularly provides training and updates for staff.

In the academic year 2022-23, staff accessed the following training:

- Differentiated discipline – Louise Bomber (Assistant Principal/SENCO and Deputy SENCO)
- 2 day PECs training (2 x teaching assistants)
- Theraplay training (all staff)
- Attachment training (all staff)
- Cognitive Load and working memory (all staff)
- How to interpret educational psychologist's reports (teachers)
- TA Training Programme linked to Pupil Premium Strategy (all TAs)
- Jogo Behaviour Training (all TAs)
- Mental health first aid (x 2 staff)
- MIM Relationships Study with Jo Williams (x3 staff per term)
- Drawing and talking

In the academic year 2023-24, staff accessed the following training:

- Trauma informed schools (all staff)
- Effective PSP writing (teachers and provision leads)
- QFT strategies (teachers and provision leads)
- Restorative Practice (all staff)
- Diversity, Equity and Inclusion within the reading curriculum (teachers and TAs)
- Sensory Needs (teachers, provision staff and TAs)
- Anxiety and Mental Health training delivered by the Mental Health Support Team (teachers, TAs, provision leads and wellbeing staff)
- Visual structure- Rowan Gate (provision staff)
- Visual structure (all staff)
- Jabadao (nursery lead, nursery staff, SENCo)
- Executive functioning (SENCo)
- Positive handling training (Provision staff/ wellbeing Team/SLT)
- Five to Thrive (FS1/FS2 staff))
- SALT (FS1 staff)
- Theraplay-Sunshine circle (all staff)

Upcoming training for the academic year 2024-2025:

- Training from Maplefields Outreach (SEMH support)
- Training from Rowan Gate Outreach (Cognition and learning support)
- IFTL SEND Strategy (all staff)
- Oak Curriculum (year 4 staff)
- Blanks level of questioning (provision staff)
- Boxall Profile group reporting training (SEMH provision staff)
- Colourful Semantics teaching for writing (all staff)
- Precision Teaching (provision staff)

- SEND documenting- PSPs, EHCP, PIPs, Risk Assessments, Care Plans (provision staff)
- TEACHH classroom approaches (communication and interaction provision staff)
- Sensory Profiles (provision staff)
- Kim Golding Flowers (SEMH provision staff)
- Fizzy programme for motor skill support (provision staff)
- Scripts to support behaviour management (all staff)

How can specialist expertise be accessed?

The SENCO can also make referrals to external specialists e.g. educational psychology, paediatrics and speech and language where appropriate. The school can also refer to Rowan Gate Outreach and Maplefields Outreach for further specialist advice.

Parents and carers can access some specialist services such as the Specialist Support Service for SEND by requesting a consultation. This can be done by emailing

Parents and carers can also access services such as speech and language and the school nurse via their GP.

The Local Offer, which provides a central resource for local SEN support, can be accessed here for parents and carers:
https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx

How do we evaluate our practices within our school?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term on their Pupil Support Plan (PSP).
- Continuous review of interventions with a formal review after 12 weeks using assessment tools e.g. Boxall profile, SNAP
- Using pupil questionnaires and interviews to gain and understand pupil voice
- Monitoring by the SENCO and other members of the senior leadership team
- Holding annual reviews for pupils with Education, Health and Care plans (EHCP)
- Provision Tracker to monitor the cost effectiveness and impact of interventions.

How does the school ensure an inclusive environment for all?

Exeter is an inclusive school and committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children. The school will make **reasonable adjustments** for children as required. All of our extra-curricular activities and school visits are available to all our pupils where appropriate, including our before-and after-school clubs. Consideration will always be given to risk to ensure the

safety of all involved, and risk assessments will be carried out for the aforementioned activities as required.

All pupils are encouraged to take part in sports day, school plays and class assemblies. They can be supported and prepared for these events through resources such as social stories and other reasonable adjustments. No pupil is ever excluded from taking part in these activities because of their SEN or disability, however risk and the safety of all will always be considered.

To ensure that the site is accessible to all pupils we have the following facilities and adjustments in place:

- The front desk in the main reception area is at a wheelchair height.
- There is a disabled toilet located next to the main office, in the Year 2 area and in the KS2 building.
- Ramps have been fitted to enable access to classrooms for children with physical disabilities.
- There is a chair lift to facilitate access to the hall and year 2 area.
- Adjustments have been made for pupils with visual impairments e.g. adaptations to the environment such as highlighting a change in floor level

The Accessibility Plan can be found on the school's website.

How does the school support my child's wellbeing?

At Exeter, we endeavour to form positive relationships with our children, believing that this is best way to support and foster their well-being. We encourage the children to be responsible citizens within their community and show our school values (I CARE – integrity, creativity, respect and responsibility and empathy) at all times. Children at Exeter are also taught about their local context, and are taught how to stay safe both in and outside of school. This is achieved through a bespoke curriculum, which includes links with other agencies such as the NSPCC and the local police.

Crew Time takes place on a daily basis to enable children to develop positive relationships with their crew lead. In these sessions, children have an opportunity to talk and learn about local and national issues.

Staff are also trained on attachment informed practices to recognise the importance of relationships in supporting children's wellbeing.

In addition to the above, we also offer:

- Social skills groups are used to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers, for example, Stop Think Do.
- Additional sports activities after school
- Lunchtime and playtime support through planned activities and groups.
- The Wellbeing Team, who can offer 1:1 or small group support as well as a check in, if a child is experiencing difficult times.

- Some children will be able to access our Nurture Group provision.
- Bespoke support for pupils with attachment needs.

Pupils with SEN are included in pupil voice so that they have an opportunity for their voice to be heard and represented.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Any child who is a Looked After Child (LAC) with SEN or Disabilities will access the same support as any other SEN child in our school. Their needs will also be reviewed in a Personal Education Plan (PEP) meeting and the relevant Local Authority who is responsible for the child will be invited to all meetings. PEP meetings are held each term. Additional support for a LAC child will be decided at a PEP or SEN review meeting. Consideration will be given to the needs a child may have besides their SEN needs.

Who do I contact if I need further support or information about the provision for my child?

Should you require further support or information about the provision for your child, please speak to their class teacher in the first instance. Following this, you will need to make an appointment with your child's phase leader:

EYFS – Sammy Newstead
Lower School (Y1-3) – Kelly McKee
Upper School (Y3-6) – Lauren Dighton

You will then be directed to the SENCO should further support be required.

Contact Details:

Our SENCO is Samantha Golding

info@exeteralc.com or senco@exeteralc.com
01536 204765

If you have a complaint about the SEN provision for your child, please follow the steps outlined in the IFTL Complaints Policy. This can be accessed via our website.

Local Authority Local Offer

North Northamptonshire Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).

Northamptonshire's Local Offer is available here:
https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans

It tells parents how to access services in Northamptonshire and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.