

SEN Information

Local
Offer

November 2024

Person with overall responsibility for SEN within school / college / organisation:	Miss R Shears
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Web address of SEN Policy:	furzehamprimary.org

Name of Education Provider: Furzeham Primary and Nursery School, Brixham.

1. What special education provision is available at our setting?



What do we do here to meet your needs?

Furzeham Primary School has high expectations for all of its pupils and believes that all children should have 'quality first teaching.' All teachers and teaching assistants support inclusion for all children. In addition we can also offer:

- 1:1 or small group work
- SENDCo support, advice and referrals to outside agencies
- THRIVE approach
- Talk Boost Speech and Language programme
- Lego Therapy
- Pastoral Support
- Access to Outreach Services
- ELSA
- iPads/ other ICT access technology
- Range of Literacy and Maths Interventions
- Autism friendly

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

Furzeham School is a friendly and caring Local Authority maintained school with children ranging from 3-11. Every child is an individual, with their own specific needs and each child is valued in our school. We want children and their parents/carers to feel relaxed and secure in our environment and we all work together to create the best all-round experience and achieve the best outcomes for life for the child. All children are welcomed into our school, regardless of any special need and we realise that for almost all children, the amount of support that they need will vary throughout their time at school. We work with children, parents/carers and outside agencies to make accurate assessments and to put in place the most effective arrangements for the child once this has happened.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- There is a change in the pupil's behaviour, emotional presentation or progress
- We receive information on transfer from another school, pre-school setting or from another agency.

Furzeham School gives all children a broad and balanced curriculum with 'quality first teaching' expected from all class teachers.

- Each pupil's education programme will be planned by the class teacher so that it best meets the pupil's individual needs and we will take into consideration the academic, emotional, behavioural and pastoral needs of the child.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues, in order for further support to be planned.
- When progress and attainment is lower than expected there will be a discussion with the SENDCo and extra support will be offered. This could be: small group interventions, 1:1 support, additional adult support from Teaching and/or Pastoral assistants or the use of additional equipment. We adopt the Graduated Approach of Assess, Plan, Do and Review.
- Occasionally a pupil may need more expert support from Outreach Services, Health Professionals or an assessment from an Educational Psychologist. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments and consultations, a programme of support is usually provided to the school.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

All new children entering Furzeham School are invited to visit the school with their parents/carers. The Headteacher will have an initial discussion to explore the special need of the child. This information is then passed to the SENDCo and class teacher.

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher. Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Making an appointment to speak in more detail to the class teacher, SENDCO or Head by visiting the school office.
- Parents' evenings.
- Annual reports are given to all parents/carers and feedback welcomed.
- Children, when at an appropriate age, play an active part in the discussions about their progress.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

Furzeham is a mainstream school and believes in inclusion so that pupils are taught alongside their peers. When a pupil has been identified with special needs, their work will be adapted and personalised by the Class Teacher and Teaching Assistant to enable them to access the curriculum more easily.

- Other adaptations might include: varying the pace of the teaching, varying the expected outcome, use of ICT, visual timetables, personal reward systems and the use of specialist equipment such as slopes, pen/pencil grips, seat adaptations, fiddle toys.
- Teaching Assistants may be allocated to work with the pupil on a 1-1 basis or in a small focus group to target more specific needs.
- When appropriate, a Plan would be written identifying specific activities and learning objectives. School, parents, child and any agency involved would develop this.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

A broad and balanced curriculum is delivered at Furzeham, where all children can access the lessons across the full range of National Curriculum subjects, extra-curricular clubs, school visits and residential visits. This is facilitated by the use of differentiation of tasks, activities, outcomes and resources suitable for the individual. We liaise with Outreach Agencies to ensure we understand the needs of the individual child and cater for them.

Practical facilities we have at present to assist integration include:

- An internal lift in the Key Stage 2 building, a stair lift in KS1 and an external lift outside the reception classroom
- A medical room
- Hand rails for stairs in Key Stage 1 building
- Wheelchair Access, including playground ramps
- Disabled toilets and shower room
- Access to the `Lighthouse` (Pastoral Provision)

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

The Headteacher, Senior Leadership Team, including the SENDCo, and the SEND governor, work together with Class Teachers and Teaching Assistants to monitor provision and pupil progress. Where a pupil is not making expected progress, despite extra interventions and support, Furzeham will consult and liaise with other agencies to receive their more specialised expertise. These include:

Advisory Teacher for SEND

Educational Psychologist

Outreach Teams from Special Schools

Torbay outreach for Speech and Language Impaired Children in Mainstream

Early Years Advisory Team

EMA/EAL Consultant

Advisory Teachers supporting pupils with Hearing/Visual Impairment

Torbay Hospital (Paediatricians)

School Nurse

Specialist Nurses (e.g. Diabetic)

Health Visitors

Speech and Language Therapy Service

Occupational Therapy

Physiotherapy

Safeguarding Hub

CAMHS (Child & Adolescent Mental Health Service)

Social Services including, Early Help support, Team Around the Family and access to the Torbay FIS

Attendance Service

Local Police Community Support Team

Parenting Support programmes

Young Carers Service

8. How is this provision funded?



Who pays for this?

- The school's budget includes money for supporting children with SEND. It is allocated each financial year and monitored by the Headteacher, Finance Officer, Governors and SENDCo.
- Pupil Premium funding will also be made available to support children who may be particularly vulnerable as a result of the financial status of the family. Please see information about how pupil premium is spent on our web site or ask at the school office.
- Additional provision for a child may be allocated after discussion with the class teacher at pupil progress meetings or if they have raised a concern at another time during the year. It is used to provide additional support or resources.
- Pupils with complex special educational needs and/or disability, who have an Education, Health and Care Plan (EHC plan), previously a Statement of Educational Needs, have a "top-up" budget monitored by the Local Authority for additional support to meet identified needs

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

All classes receive additional support from Teaching Assistants. However, the Teaching Assistants are deployed flexibly so they do not always work with children with SEND.

Other support includes:

- Targeted small group support both in and out of the classroom for phonics, English and maths.
- Use of practical resources to ensure learning is multi-sensory and practical.
- Speech and Language groups
- Reading support from volunteers
- Use of Laptops for recording written work when handwriting causes difficulties.
- Use of iPads.
- Bespoke timetable and learning breaks when appropriate.
- Overlays and adaptations of font size, seating position,
- Ear defenders , individual work stations, personal resource box
- Safe place identified for pupils feeling anxious.
- 1:1 or small group THRIVE or Pastoral interventions in the `Lighthouse`.
- Lunchtime activities and clubs for those who find unstructured times a challenge.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

Our School values all children for their own unique qualities. We have a positive approach to Behaviour Management that takes into account the individual needs of the child and is reflected in our policy and practice. We offer:

- Pastoral staff who offer a wide variety of pastoral support for pupils who are encountering emotional difficulties.
- THRIVE room with sensory resources available.
- Access to the `Lighthouse` where there is a sensory room, kitchen and Lounge area.
- Members of staff such as the Class teacher, Teaching Assistant, Head, Deputy, and SENCO who are readily available for pupils wishing to discuss issues and concerns.
- Quiet places.
- Organised lunchtime activities and support are available for those who find lunchtimes a challenge.
- THRIVE programme managed by 2 qualified practitioners
- Small focus groups according to need.
- Individualised behaviour programmes for children with complex needs
- A systematic approach to identifying vulnerable pupils using the Torbay Behaviour Threshold materials

For pupils with more complex emotional and social needs Furzeham will seek advice from the Educational Psychology Service, School Nurse, Paediatrician, Social Workers, Chestnut Outreach, Mayfield and Child and Adolescent Mental Health Services. (CAMHS)

Pupils with medical needs

- If a pupil has a medical need then an Individual Health Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff that are involved with the pupil and involve rigorous risk assessment processes.
- Some staff have received EpiPen training for children who may have an extreme allergic reaction
- Some staff have received training for the understanding of Diabetes and the administering of Insulin.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Many staff have basic first aid training.
- The implications of some medical conditions are fully discussed with staff so they have a better understanding of the needs of the child.
- We have a room to use for Physiotherapy and individual staff are trained when necessary.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Home visiting from the Staff or a special induction meeting prior to starting in the Nursery.
- Discussions between the previous or receiving schools or the pre-school setting, prior to the pupil joining/leaving and transfer of supporting materials.
- Discussions with the School Nurse, Health Visitor or Portage worker when appropriate.
- Discussions between class teachers prior to children moving classes.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Secondary school staff visit pupils prior to them joining their new school and staff exchange important information.
- Additional visits are arranged for pupils who need extra time in their new secondary school
- Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENDCO and the secondary school SENDCO, the parents/carers and, where appropriate, the pupil.
- Written information regarding the pupil is passed on.
- Transition books for children with autism or who struggle with anxiety around change.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

Social, Emotional, Mental Health and Behaviour

- Pastoral Support, THRIVE, PSHE in school (Jigsaw intervention)
- Access to the `Lighthouse` provision
- Referral, when necessary to Chestnut Outreach, Mayfield Outreach, Educational Psychologist or CAMHS
- Daily overseeing of behaviour by staff
- Implementation of the school's behaviour policy
- Health assessment referrals

Physical

- Referral to Occupational Therapist/ Physiotherapist for assessment and intervention.
- Implementation of recommendations from Occupational Therapist or Physiotherapist by a staff member
- Support resources e.g. writing slopes, pencil grips, seat wedge, foot support, adaptation to furniture
- Differentiated curriculum access.

Speech and Language

- Referral for assessment and intervention from a Speech and Language therapist.
- Implementation of Speech and Language programmes by TA

Medical

- Meetings between Head, SENDCo, school nurse.
- Teaching assistants and midday meals supervisors trained in First Aid.
- Individual protocols for children with significant medical needs.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

All pupils at Furzeham are invited to attend extra-curricular clubs, school trips, residential visits, peripatetic lessons, Breakfast Club and After School Club.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required and that it would be best for the child or the class as a whole, a parent or carer may be asked to accompany their child during the activity.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

The Deputy, Class Teachers and SENDCO monitor the progress of all pupils receiving Interventions regularly. Adjustments to the interventions offered are made when required to ensure the best progress possible. Some pupils on the SEND register, who have received advice from an outside agency, have a plan, which is reviewed termly and discussed with the Class Teacher, SENDCo, parents/carers and child. Parents/Carers are made fully aware of the content of the Plan and asked for their contribution to it. The provision is reviewed and new targets set, based on the progress and attainment of the child. Data is collected for the school target tracker so that school and parents can track pupil progress and review the effectiveness of the plan.

When pupils are achieving in line with their peers, additional support may no longer be needed.

For pupils with an EHC plan, long term aims and specific objectives are reviewed each year at the Annual Review. EHCP implementation plans are a working document and reviewed termly. Weekly targets are set.

The SEND Governor meets with the SENDCo to monitor the provision within the school and reports to the full governing body.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

Parents/carers are always encouraged to share feedback about their child's progress with Class Teachers, the SENDCo and Headteacher. The SENDCo, together with the Head and Deputy, monitors the impact of interventions and how effective they are regularly. Parents/carers have the opportunity to complete a pupil questionnaire on Parents Evenings and also have the opportunity to comment on their child's individual plan as well as regularly attending 'come and share afternoons', assemblies and open days.

Pupils are given opportunities to:

- Self assess
- Take part in child conferences
- Attend review meetings (where appropriate)
- Suggest personal targets
- Be part of the School Council and other pupil voice groups
- Complete questionnaires about their general safety and well-being

Our Parents say:

"I am delighted how----- is doing, both socially and academically"

"I cannot fault the school and the extra provision at all"

"His transition had been successful because of the efforts of all the adults connected with-----"

"The targets in his plan were exactly as I would wish"

"A positive review where everything was considered"

"He has got on perfectly since having extra support from an assistant"

"The support, knowledge and understanding of -----needs have been recognised, worked with and a successful outcome has been achieved by everyone working together."

Our Children say:

"I like seeing Miss Ford and I feel safe in the Lighthouse"

"I like the tent and sensory garden. It makes me calm. I like the lights upstairs and the toys."

"I like the Lighthouse because it makes me feel safe and I know I can talk with Miss Ford if I need to. It makes me feel calm."

"There are great teachers and assistants who give you a smile and help"

"I think I have improved because of the extra help and push"

"When I am in a small group it helps me to concentrate and I stop fiddling with things"

"I like getting extra help. I learn a lot more. A small group stops me messing around."

"I think the extra support was necessary and has helped with everything."

“Using a laptop stops me worrying about my writing and makes me quicker”

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Our teachers, teaching assistants and mealtime assistants have a wide range of qualifications, training and experience of working with children who have varied needs.

- How to identify children with Special Needs and Vulnerable pupils
- How to support pupils on the Autistic Spectrum
- Supporting children with ADHD
- How to support pupils with Social and Emotional needs including the accreditation of a THRIVE practitioner and an awareness of the importance of Attachment Issues.
- How to support pupils with Speech and Language difficulties.
- How to support pupils with Physical and Co-ordination needs.
- How to support children with General and Specific needs including Dyslexia.
- How to use different resources including computer technology to deliver specific SEND activities.
- Inset by both internal and external staff is arranged, particularly if a child enters school with a specific need.
- The SENDCo attends the SEND forum meetings within Torbay and cascades relevant information.
- The staff resource area of the website has a SEND area where relevant literature is to be found.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Furzeham school has a SEND register and parents/carers are informed if their child is placed on this. There is opportunity given to discuss this. Some children on this register have a personal plan which is reviewed half-termly with class teacher, SENDCo, parent/carer and where appropriate the child. Parents/carers have a copy of the plan. If Outside Agencies or the Educational Psychologist have been involved, suggestions and programmes are normally provided that can be used at home. Parents/carers can readily access wider support through discussion and may be signposted to other Torbay services and self-help groups.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

If you have a concern or complaint the first person to meet with is the class teacher. For further support and advice, please arrange an appointment with the SENDCo by phoning 01803 853347 or asking at the school office.

In the event of a dispute, the Head, School Governors and LA or Trust will work closely with you to resolve the matter. Information about procedures for making a formal complaint can be found on the school website or via the school office.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

If you would like more information on what Furzeham can offer children with SEND, please contact us on 01803 853347 to arrange a visit, or visit our website www.furzehamprimary.org or e-mail us at admin@furzehamprimary.org

Paul Adams, Head Teacher

Rachel Shears, SENDCo

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

Every term there is an Inter- Agency meeting at the school where the needs of the whole child are discussed. The SENDCo, Advisory Teacher, Educational Psychologist, School Nurse, Health Visitor, and CAMHS may attend this.

Early help for families can be identified with support from school and referrals and self-referral systems can be accessed. Wider services can be sign-posted through the Torbay Family Information Support www.fis.torbay.gov.uk.

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

All children who are Looked After by the Local Authority have a Personal Education Plan in place which is reviewed and up-dated termly and Looked After Pupil Premium funding may be requested to help deliver the planned targets. A trained Designated Teacher for Looked After Children is on-site. The SENDCo is the designated teacher for children looked after at Furzeham.

Attendance and pastoral matters are carefully monitored and the school works closely with parents/carers and social care services to ensure the best all-round support for the child and family.