

Special Educational Needs and Disabilities Policy
Sampford Peverell C of E Primary School
(Version 3.0)
December 2023

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1. CONTEXT

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010

Governor responsible for SEND:		Susannah Hill
Headteacher:		Sarah Price
Special Educational Needs Coordinator (SENDCo):		Alice Tolen
SENDCo Qualifications:		SENDCo is a member of the Senior Leadership Team
Contact details:		sampford@ventrus.org.uk
Name of LAC teacher:		Sarah Price
Contact details:		sampford@ventrus.org.uk
Safeguarding and Child Protection Behaviour and Anti-Bullying Supporting pupils with medical conditions Data Protection Policy Accessibility Plan/Strategy Pupil Premium Plan School Admissions Schools Complaints procedures Health and Safety Relationships and Sex Education Teacher's Standards 2012 Equality Policy and objectives		

1.1 Special Educational Needs and Disability Policy

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Sampford Peverell C of E Primary School.

Rationale

At Sampford Peverell C of E Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At Sampford Peverell C of E Primary School we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Special Educational Needs and Disability (SEND):

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

1.2 School Admissions

No pupil will be refused admission to Sampford Peverell C of E Primary School on the basis of their 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.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

1.3 SEND Information Report

Schools have a duty to publish SEND information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website. Further details on the SEND Information Report can be found in Appendix 1.

2. Aims and Objectives of SEND Policy

2.1 Aims

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at Sampford Peverell C of E Primary School will enable these pupils to make good progress and achieve their potential and are fully included in all aspects of the school's community.

Sampford Peverell C of E Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

2.2 Specific objectives

- To identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate, and early years' settings prior to the child's entry into the school).
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
 - learners express their views and are fully involved in decisions which affect their education.
 - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress.
 - there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - the environment created meets the special educational needs of each pupil in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal adapted curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

3. Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

3.1 Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

3.2 Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD

- ADHD
- Attachment Disorder

At Sampford Peverell C of E Primary School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

3.3 Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

3.4 Sensory and/or Physical needs

Some children require special educational provision because they have a disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

4. A Graduated Response to Special Educational Needs and/or Disabilities

4.1 Early Concerns

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the

classroom and a record is kept of any strategies or interventions that are used to support the pupil. This can then be reviewed in any further discussions if the concerns persist.

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in Sampford Peverell C of E Primary School can be found in Appendix 2.

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 will always be discussed and agreed in advance with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *Makes little or no 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 resolved 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 appropriately adapted 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 impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEND support**.

4.2 SEND Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach (See Appendix 3)**:

- **Assess**
- **Plan**
- **Do**

- **Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

4.2.1 Assess

Assessment involves analysing the pupil's requirements in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

4.2.2 Plan

Planning will involve consultation between the class/subject teacher(s) [in secondary schools this must include the pupil's English teacher], SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up between the SENDCo and class teacher and will then be shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At Sampford Peverell C of E Primary School we call these Individual Education Plans (IEPs). Reasonable adjustments are made for pupils through the delivery of Quality First Teaching (QFT) and high-quality universal provision.

4.2.3 Do

Class teachers remain responsible for working with the child on a day-to-day basis; they will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with Teaching Assistants, to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress of pupils with SEND, and where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

4.2.4 Review

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher(s), in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/ carers and the pupil.

Further details of Devon's Graduated Approach can be found in Appendix 2.

5. Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including Parents and Carers, Teachers, SENDCo, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore Sampford Peverell C of E Primary School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process via the EHC Hub.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send.

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: <https://www.devonias.org.uk/>

6. SEND Funding

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority makes decisions about how much this top-up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at: <https://www.devon.gov.uk/support-schools-settings/administration-and-finance/finance/additional-educational-needs/>

At Sampford Peverell C of E Primary School we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by Ventrus' Executive Leadership Team and through the use of the Devon SEND Funding Evaluation Tool.

6.1 Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

7. Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to Ventrus' Executive Leadership Team, the Head Teacher, SENDCo and all members of staff have important roles and responsibilities to support pupils with SEND.

7.1 Ventrus' Executive Leadership Team (ELT)

ELT endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- will designate a SENDCO to be responsible for co-ordinating SEND. This person must be a qualified teacher and must have obtained the National Award in SEN Co-ordination by the beginning of their third year in post (if appointed after 2008).
- ensure Headteachers inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for

disabled children and their accessibility plan showing how they plan to improve access progressively over time

7.2 The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping ELT informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

7.3 The SENDCo

The SENDCo role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training class teacher(s) [in secondary schools this must include the pupil's English teacher] whenever necessary and in particular where children with SEND are making poor progress.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Monitoring/tracking the impact of interventions and reporting to the Headteacher.
- Monitoring/tracking the progress of children with SEND and reporting to the Headteacher.
- Supporting
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the Class teacher(s) to discuss SEN provision at least 2 times a year formally. The SENDCo will be available to schedule meetings at this time. In addition, the SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

7.4 All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

8. Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At Sampford Peverell C of E Primary School we will always endeavor to ascertain pupil's views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

9. Children with Medical Needs

Sampford Peverell C of E Primary School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's Supporting Children with Medical Conditions policy for further details.

9.1 Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Equality Policy please contact the SENDCo or see Sampford Peverell C of E Primary School's Accessibility Plan on the school website.

9.2 Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The SENDCO will liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

10. Working in partnership with Parents and Carers

Sampford Peverell C of E Primary School will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the School will be consistently maintained, this could be via email, phone calls, Home-School book.

Parents/carers will be fully consulted before the involvement of external support agencies with their children and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

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

11. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

Educational Psychology Services (privately procured by Ventrus)

Devon SEN Advisory Teams;

- Educational Psychology Services
- Social, Emotional & Mental Health Team
- Communication & Interaction Team
- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team
- Inclusion Team
- Attendance Improvement Service

Children's Social Care

Speech & Language Therapy

CAMHS

Occupational Health

Physiotherapy

School Nurse

Virtual School for Looked after Children

12. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

13. Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's complaints policy here: www.sampford-peverell-primary.devon.sch.uk/website/policies_reports

14. Training and Resources

Sampford Peverell C of E Primary School understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during a range of staff/department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCO regularly attends Local Authority SENDCO network meetings and Ventrus SEND Network meetings, in order to keep up to date with local and national updates in SEND.

15. General Data Protection Regulation (GDPR) 2016 & Data Protection Law 2018

Sampford Peverell C of E Primary School collects, uses and stores information about pupils and may receive information about them from their previous schools, as well as from other agencies who work/have worked with them. This information helps us:

- Support teaching and learning
- Follow and report on pupils' progress
- Provide the right care and support
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; safeguarding information and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously. We will not give information about pupils to anyone outside the school without your consent unless the law and/or our rules permit it. We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to Sampford Peverell C of E Primary School's Privacy Notices on our school website.

APPENDIX 1: SCHOOL SEND INFORMATION REPORT (SIR) INSERT

Also available on school website

www.sampford-peverell-primary.devon.sch.uk/website/policies_reports

<u>SEND information report - Sampford Peverell C of E Primary School 2023-24</u>
What kinds of SEND do pupils at the school have?
<p>Sampford Peverell C of E Primary School is a mainstream primary school which is proud of its inclusivity with Special Educational Needs & Difficulties (SEND). The school caters for a range of SEND needs; including Social Emotional and Mental Health, Cognition and Learning, Communication and Interaction and Physical or Sensory difficulties</p> <p>Our most recent Ofsted inspection report in July 2019 noted that at Sampford Peverell 'Pupils with SEND are well looked after and cared for. The special educational needs co-ordinator (SENDCo) is knowledgeable about the needs of pupils and ensures that their emotional and social needs are well met within a nurturing environment.'</p> <p>https://files.api.ofsted.gov.uk/v1/file/50094427</p>
How do you know if a pupil needs extra help? Is there any additional support available?
<p>Teachers closely monitor the progress of all children in the school, using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised with the SENDCo. In discussion with the Class Teacher, the SENDCo and other staff may use a range of screening tools and assessments to identify areas of need.</p> <p>Whenever concerns are raised, we will always work collaboratively with parents and carers. If a child is working below age-related expectations, and/or they have a need in one or more of the following areas which affects their learning: Speech, Language and Communication, Sensory and Physical, or Social, Emotional and Mental Health; we will put the child on our SEND register.</p> <p>A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have:</p> <ul style="list-style-type: none">- a significantly greater difficulty in learning than the majority of others of the same age, <p>and/or have needs which:</p> <ul style="list-style-type: none">- prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports us in doing this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing.

All children with SEND will have an Individual Education Plan (IEP) written, which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed termly in consultation with parents.

What should I do if I think my child needs more help in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo), who is happy to meet with parents to discuss any concerns, and agree the best way forward,

Our SENDCo is Alice Tolen and she works one day each week in school, usually Wednesdays. You can contact her at sampford@ventrus.org.uk (01884) 820284.

The school SEND Governor can also be contacted for support. Susannah Hill is our governor with responsibility for SEND. She can also be contacted via the school email: sampford@ventrus.org.uk.

How will I know about support planned for my child? How will I know my child is making progress?

In addition to the usual parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated quickly, and problems discussed at an early stage.

If a child has recognised SEN and is on our SEND register, they will have a My Plan which is reviewed termly, at either at parents' evenings or another mutually convenient time, with children's class teachers. Teachers discuss progress with parents and agree targets and plans for extra support. The Head teacher and SENDCo also attend the parents' evenings and meet with parents as necessary.

Some children will have a more detailed plan agreed with parents and other professionals, in Team around the Family meetings (TAF meetings). These reviews are held with the SENDCo and take place throughout the term, at times convenient to parents.

Children with an Education, Health and Care plan (EHCP) have regular meetings with the SENDCo and also an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children. Reviews of EHCPs are sent to the SEND Statutory Team at Devon County Council.

At times of transition to other schools, additional meetings and support plans are put into place for children and their families.

<p>How do teachers help pupils with SEND? How will the school support my child?</p> <p>We have a graduated response to meeting pupils' needs; starting with Universal Provision for all. Quality First Teaching is used to ensure <i>all</i> pupils receive the support they need, which is high quality, inclusive teaching for all pupils. This includes differentiated and personalised learning, and strategies which support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and supports narrowing the attainment gap. At Sampford Peverell C of E Primary School we have used the Devon Expectations for Inclusive Provision document to develop our Universal Provision.</p> <p>Targeted Provision is used for pupils who need extra support, with individualised programmes of provision and intervention. Targeted Provision may be provided by Teaching Assistants or Class Teachers, individually or in small groups, depending on the need. The school aims to include every child in as much learning as possible alongside their peers in their classroom. Targeted Provision is often provided outside of the classroom for social and emotional needs, and for specific reading, spelling or speech and language intervention sessions.</p> <p>Occasionally we are supported by external agencies to provide Specialist Provision.</p> <p>Resources are allocated throughout school according to the individual need of children. The SENDCo monitors and evaluates the effectiveness of interventions and Teaching Assistant deployment, in conjunction with the Senior Leadership Team.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p> <p>All children with SEND are taught within a mainstream class setting and are involved in all aspects of school life. This includes: class assemblies, outings, residential trips and after school clubs. Children have the right to access all areas of the curriculum, including the wider life of the school. We work in conjunction with parents to support those children with additional needs who may need personalised levels of support.</p>
<p>How will you support my child's overall wellbeing?</p> <p>All children access the PSHE curriculum and have access to pastoral support through explicit taught lessons, as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff.</p> <p>Sampford Peverell C of E Primary School has a Designated Safeguarding Lead, Headteacher Sarah Price, and Deputy Safeguarding Lead and SENDCo Alice Tolen.</p> <p>We work in conjunction with outside agencies such as the Inclusion Team, Education Welfare Officer, Education Wellbeing Advisers and Social Services to support children with inclusion, and if appropriate, can make further referrals for expert advice.</p> <p>We will always work collaboratively with parents to make sure that children have a successful time at school.</p>

<p>Medical needs are managed on an individual level. We support serious and complex medical needs with an Individual Health Care Plan (IHCP). Information about administration of medicines can be found on the Ventrus website at:</p> <p>First Aid Administration of Medicines Policy (ventrus.org.uk)</p>
<p>What is the school's approach to CPD for staff which enables them to support pupils with SEND?</p>
<p>Staff at Sampford Peverell C of E Primary School are skilled in meeting the needs of a wide range of SEND and receive regular training to extend and update their knowledge. This is through:</p> <ul style="list-style-type: none"> • Non-pupil days, where all staff participate in a range of training opportunities • Staff meetings • Twilight sessions • In-house (eg: from the SENDCo) and by outside agencies • Consultations with outside agencies • Professional dialogues, including Professional Consultations with Educational Psychologist • Online training from a range of educational providers, including Devon County Council and Anna Freud.
<p>How does the school prepare for new children coming to the school who have needs that they have not previously supported?</p>
<p>At Sampford Peverell C of E Primary School, we recognise that individual children may need specialist support and we are keen to engage with needs which we haven't met before at the earliest opportunity. We provide:</p> <ul style="list-style-type: none"> • Transition meetings with pre-schools and nurseries • Transition meetings with parents and external agencies • Attendance at Team Around the Family (TAF) meetings • Sharing of documentation between home, pre-schools and school • Taster days • Phased entry to school • Liaising with the SEND Statutory Team at DCC for further advice
<p>Are there any specialist staff in school? What are their qualifications?</p>
<p>All staff at Sampford Peverell C of E Primary School support children with SEND. Special Educational Needs Co-ordinator (SENDCo) Alice Tolen has a degree in Psychology and a Post Graduate Certificate in Education. She has over 12 years teaching experience of working with children with SEND with a wide variety of needs, in both mainstream and specialist provision settings.</p>
<p>Have any staff members undertaken specialist training to support specific roles?</p>

Training has been accessed by staff across the school, including:

- Attachment Based Mentoring
- Boxall
- Lego therapy
- Speech and Language training with Speech and Language therapists
- Devon Enhanced Language Programme
- Devon Enhanced Autism Programme
- Mental Health Ambassadors
- Funfit
- High Fives

What external support services can the school access to provide support to pupils?

The school has a close relationship with many other agencies and professionals and can seek additional advice for children with SEND. Help will only be requested from outside agencies after consultation with parents/carers.

The outside agencies we work with includes:

- Educational Psychologist from Psychology Associates.
- Advisory Teachers (Devon County Council): Sensory Impairment teams, ICT and SEND team, Physical Difficulties team, Communication and Interaction Team
- School Nurse Team, including Health Visitors and Community Health Workers
- Social Workers
- Family Practitioners
- SALT (Speech and Language Therapy) - our therapist is Sharon Henderson
- Dyslexia Outreach Service
- Autism Assessment team
- Under 5s Multi-Disciplinary Assessment Team
- Early Years Consultant - our EYC is Tamsin Robertson
- Nursery Plus
- Early Support Advisory Teachers
- Children's Centre (Action for Children)
- Early Years Complex Needs Service (formerly Portage)
- Devon Young Carers
- Occupational Therapists
- Physiotherapists
- CAMHS (Child and Adolescent Mental Health Service)
- Bereavement support charity Balloons

How is the school equipped to meet the needs of children with SEN and disabilities?

Sampford Peverell C of E School is a small rural school which is safe and secure. It has two accessible toilets (in the main building and in our EYFS building). There are changing facilities in the EYFS building. The main school building is wheelchair accessible

<p>downstairs. Our classrooms are laid out individually across the school site; with ramps to provide access to the main school building, our Yr 3 -4 building and the EYFS building.</p> <p>All environments are regularly checked and adapted to meet the needs of children with sensory impairments and mobility difficulties. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school has a range of ICT to support learning.</p>
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>
<p>The school shares progress information with parents and carers through end-of-year reports, by holding termly parent meetings, sharing and reviewing IEPs, and in some cases, providing Team Around the Family meetings for families working with external agencies for extra support.</p> <p>Children with an Education, Health and Care plan (EHCP) have regular meetings with the SENDCo and also an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months are agreed.</p> <p>There are regular informal opportunities for contact about the child's progress in school through telephone calls, emails, video calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if appropriate.</p> <p>The school explains how learning is planned and how this can be supported outside of the school by sharing termly curriculum overviews, use of Tapestry for our youngest children, and through parent newsletters.</p>
<p>How will my child be able to share their views?</p>
<p>The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for Team Around the Family (TAF) meetings and EHCP Annual Reviews.</p> <p>Wellbeing questionnaires are completed by children with SEND, to feedback how they are feeling about different aspects of school life.</p>
<p>How will you support my child when they join your school or move class or transfer to a new school?</p>
<p>We recognise the importance of ensuring a high-quality transition regardless of the stage.</p> <p>Nursery into school:</p> <p>The school has pupils aged between 2 and 11 years, taught in mixed-age classes. Many children start school in our nursery class; however, we have links from a number of differ-</p>

ent nurseries and pre-school providers and care is taken to ensure that transition arrangements support the needs of the individual, with extra sessions offered to children with SEND.

- Stay and play sessions
- Nursery staff meet with school staff
- If a child is joining from a different early years provider, we make contact with their setting, and if needed, attend TAF meetings or transition meetings to ensure we know about any SEND.

School class transitions:

- Transition days in school
- Staff handover meetings
- Pupil passports detail children's needs and the support they have.
- Enhanced transition plans (individualised visits to new class, meeting staff, social narratives, photo packs)

Secondary Transfers

- Induction days
- Staff communication with the secondary school
- Meeting with secondary SENDCo for parents of children with SEND
- Transition information/passports
- Enhanced transition plans (individualised visits to new school, meeting key staff, social narratives, photo packs)

What access arrangements are available if appropriate for examinations?

This depends on individual needs. Some of the ways we can support and manage access needs include:

- Additional time
- Scribes
- Individual room with adult support
- Movement breaks

Decisions about access arrangements will be had with parents, the class teacher and SENDCo regarding usual support in place and actions moving forwards.

What do I do if I'm not happy or if I want to complain?

At Sampford Peverell C of E Primary School we will listen carefully to parental concerns, make a plan of action together on ways to move forward and ensure the actions are completed and reviewed in a timely manner.

Families are encouraged to talk to their child's class teacher if they have concerns, in the first instance. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are concerned.
How does the school communicate with parents and carers about their child's needs?
<p>In addition to parents' evenings, the school encourages informal conversations between staff and parents, so that success can be celebrated quickly, and problems discussed at an early stage. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Please email the school office if you would like your child's teacher to contact you.</p> <p>The SENDCo is available to meet with you, either virtually or in person, to discuss your child's progress or any worries you may have.</p> <p>All information from outside professionals (eg: Educational Psychologist) will be discussed with you by the person involved directly, or where this is not possible, in a report.</p> <p>Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.</p> <p>IEPs will be reviewed with your involvement on a 10-week cycle.</p> <p>A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.</p>
How can I get more information, advice and support? Where can I find out about other services that might be available for our family and my child?
<p>The SENDCo is able to support parents further by signposting them to relevant services.</p> <p>The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: https://devon-nias.org.uk/</p> <p>The support provided by Devon Local Authority for children with SEN and disabilities (the 'Local Offer') can be found at: https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-sen-local-offer . The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.</p>
What should I do if I am worried or unhappy about the support my child is receiving in school ?
<p>Parents are encouraged to talk to the teacher or the SENDCo in the first instance. If a parent still feels concerned, the Governor responsible for SEND (Susannah Hill) can be contacted via the school's email address sampford@ventrus.org.uk.</p>

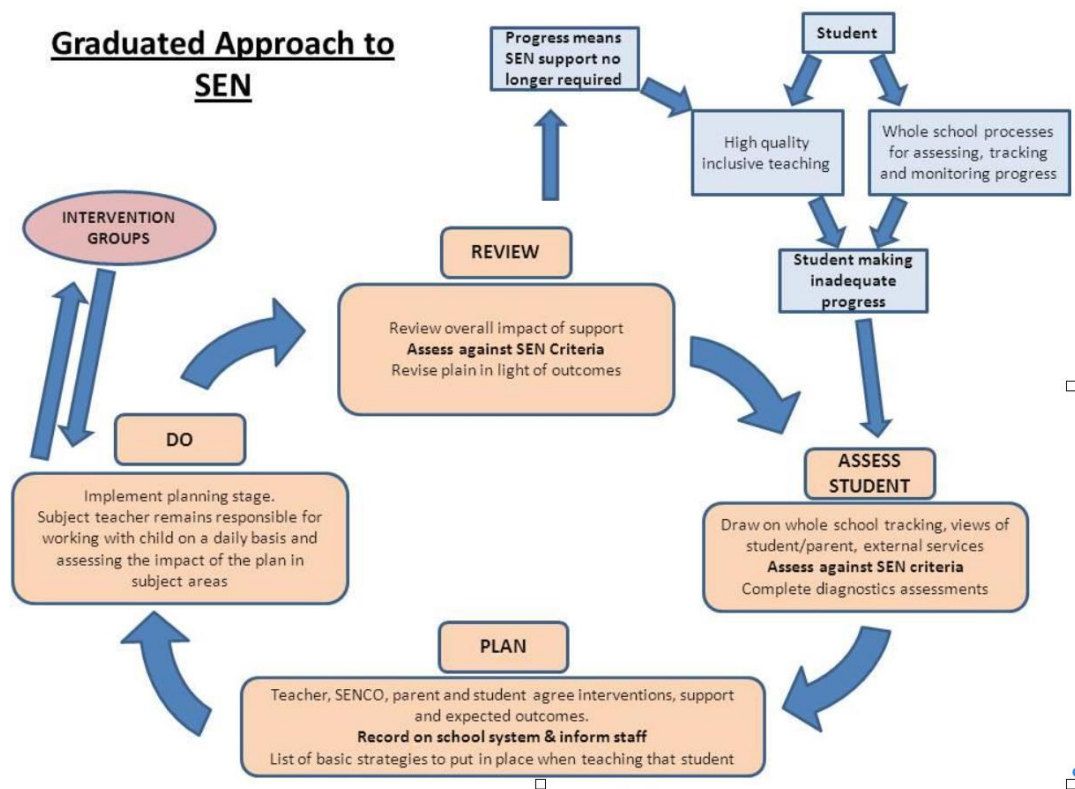
DIAS (see details above) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.

APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS

Details of assessment tools and materials used in Sampford Peverell C of E Primary School. These may include the following:

- Foundation Stage Profile
- SATs and Optional SATs results
- Year 1 phonics Screening Check
- Early Years Development Journal
- WIATT reading assessment
- Phonic checklists
- High Frequency word checklists (reading and spelling)
- Sandwell Maths assessment
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- Boxall Profile scores and plans
- Social skills assessments and other social and communication assessments as required
- skills assessments
- Wellbeing questionnaires
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)
- HAST – Spelling
- SDQ
- Speech and Language Link

APPENDIX 3: GRADUATED APPROACH TO SEN



The Graduated Approach

Assess	<ul style="list-style-type: none"> • In identifying a pupil as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. • The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a My Plan (or individual school equivalent). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the My Plan. • This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
Plan	<ul style="list-style-type: none"> • Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present. • The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS. • The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. • The My Plan will usually involve a contribution by parents/carers to reinforce learning at home. • Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes. • Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need). • So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –
Do	<ul style="list-style-type: none"> • The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. • The class teacher is responsible for the daily implementation of the plan and will contribute to –

Review

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

APPENDIX 4: POLICY HISTORY

Ver- sion	Summary of Change	Review Date	Lead Au- thor
1.0	Annual review	Sept 2020	FB
2.0	6.3 - clarified arrangements for parents to discuss provi- sion for children with SEND	Nov 2021	FB
2.0	Page 4, list of policies: correction to name of policy 'Sup- porting pupils with medical conditions' Item 7.1 – 3rd bullet, clarification of current practice of award held in SEN Co-ordination	Dec 2021	FB
3.0	4.2.2 - Inclusion of the term 'school based plan' alongside IEP + Addition of reasonable adjustments and QFT	Oct 2022	FB
3.0	4.2.3 Removal of the involvement of Secondary ' <u>English</u> teachers' in the writing of all SBPs (may not always be rele- vant)	Oct 2022	FB
3.0	9.1 - correction of Policy name 'Equality Policy' (not disa- bility Policy)	Oct 2022	FB
4.0	'differentiated' changed to 'adapted' throughout	Oct 2023	FB
4.0	Minor spelling/grammar changes	Oct 2023	
4.0	Sendco/Teacher responsible for writing IEPs (4.2.2)	Oct 2023	