

## SEN Information Report: Devon Guidance

Under the Special Educational Needs and Disability Code of Practice (2015) the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) **must** publish information on their website about the implementation of the policy for pupils with Special Educational Needs (SEN) in the form of an SEN Information report. This report should be kept up to date with significant changes and published annually each September. The report differs from the SEN Policy in that the policy details the school’s ethos and approach to SEN whereas the SEN information report describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

The following guidance is designed to assist schools in deciding what information to include in the report. The guidance is not an exhaustive list of information but a suggestion of the types of information schools may wish to include.

The primary audience for the report is parents and carers therefore it is important to ensure the language used within the report is not education elitist and is written in plain English. Furthermore, best practice would be to involve and consult parents in the drawing up and review of the report. It is advised the report is published using a Dyslexia-friendly ‘sans serif’ font such as Arial, Comic Sans, Century Gothic, Verdana, Trebuchet or Calibri. Please also ensure your report is available in the range of languages appropriate to your setting.

<b><i>Parent/carer questions</i></b>	<b><i>Key information</i></b>	<b><i>Links to SEND Code of Practice (2015)</i></b>
<b>School Policy and procedure</b>		
<b>What kinds of SEND do pupils in the school have?</b>	<ul style="list-style-type: none"> <li>• <i>Is this a mainstream or special setting?</i></li> <li>• <i>Outline main needs currently supported in school</i></li> </ul>	<b>The kinds of special educational needs for which</b>

	<ul style="list-style-type: none"> <li>• <i>Consider general statement on inclusion/vision for SEND</i></li> </ul>	<b>provision is made at school</b>
<b>How do you know if a pupil needs extra help?</b>	<ul style="list-style-type: none"> <li>• <i>How does the school track pupil progress?</i></li> <li>• <i>What systems are in place to quickly respond to difficulties in learning?</i></li> <li>• <i>What systems are in place for spotting pupils who may have unidentified needs?</i></li> <li>• <i>Does the school use any particular screening tools/assessments?</i></li> <li>• <i>How does the school decide when a pupil is having difficulties accessing learning?</i></li> </ul>	<b>Information about the school's policies for identification and assessment of pupils with special educational needs</b>
<b>Day to day support</b>		
<b>How do teachers help pupils with SEND? How will the school support my child?</b>	<ul style="list-style-type: none"> <li>• <i>What is the school's approach to differentiation and how does this support pupils?</i></li> <li>• <i>How is the school developing quality first teaching?</i></li> <li>• <i>What is the school's graduated approach to meeting the needs of pupils?</i></li> </ul>	<b>The school's approach to teaching pupils with SEND</b>
<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• <i>How does the school approach the identification of need and the matching of those needs to appropriate provision?</i></li> <li>• <i>How does the school adapt the curriculum and learning environment?</i></li> <li>• <i>How is learning planned for pupils with SEND, including group and individual adaptations to the curriculum?</i></li> <li>• <i>How does the school make use of the resources in their delegated budget to support pupils with additional needs?</i></li> </ul>	<b>How adaptations are made to the curriculum and learning environment</b>
<b>Is there any additional support available to help children with SEND?</b>	<ul style="list-style-type: none"> <li>• <i>What types of support are available?</i></li> <li>• <i>How are resources allocated?</i></li> <li>• <i>How are such decisions made and who is involved in this process?</i></li> <li>• <i>How are parents/carers and pupils involved?</i></li> </ul>	
<b>How will the school know how well my child is doing?</b>	<ul style="list-style-type: none"> <li>• <i>How does the school track and monitor progress?</i></li> <li>• <i>How does the school identify aspirational outcomes and develop clear steps to achieve them?</i></li> <li>• <i>How is this information shared with parents/carers?</i></li> </ul>	<b>Arrangements for assessing and reviewing pupil's progress towards outcomes</b>

<p><b>How will I know my child is making progress? How do you check on this?</b></p>	<ul style="list-style-type: none"> <li>• <i>What are the school systems, processes and criteria for evaluating the effectiveness of its SEND provision?</i></li> <li>• <i>How does the school assess whether any additional support provided has had an impact on educational progress?</i></li> <li>• <i>How does the school know its arrangements are effective?</i></li> <li>• <i>How are Governors/Trustees involved in this – what are their responsibilities?</i></li> </ul>	<p><b>How the effectiveness of provision is evaluated</b></p>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• <i>What extra-curricular activities are available at the school?</i></li> <li>• <i>How does the school enable access for pupils with SEND?</i></li> <li>• <i>How are parents/carers involved in the planning of activities/school trips?</i></li> <li>• <i>What additional support is available during unstructured times and at the beginning and end of the school day?</i></li> <li>• <i>How are pupils, including those with SEND encouraged and enabled to contribute to all parts of school life, such as school councils and in roles of responsibility?</i></li> </ul>	<p><b>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</b></p>
<p><b>How will you support my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• <i>What pastoral, medical and social support is available in the school for children with SEND?</i></li> <li>• <i>How does the school manage the administration of medicines and providing personal care?</i></li> <li>• <i>What support is there for behaviour, avoiding exclusions and increasing attendance?</i></li> <li>• <i>How does the school ensure the safety of their pupils?</i></li> <li>• <i>How do pupils contribute their views?</i></li> <li>• <i>How are pupils, including those with SEND encouraged and enabled to contribute to all parts of school life, such as school councils and in roles of responsibility?</i></li> </ul>	<p><b>Support for improving emotional and social development</b></p>

<b>Involving families</b>		
<b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b>	<ul style="list-style-type: none"> <li>• <i>How does the school share progress information with parents/carers?</i></li> <li>• <i>What opportunities are there for regular contact about things that have happened in school?</i></li> <li>• <i>In addition to the normal reporting arrangements, what opportunities are there for parents/carers to discuss their child's progress?</i></li> <li>• <i>What other opportunities are there for involvement and consultation with parents? Open mornings, meet the teacher, parent learning sessions etc?</i></li> <li>• <i>How does the school explain how learning is planned and how this can be supported outside of the school?</i></li> </ul>	<b>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</b>
<b>How will my child be able to share their views?</b>	<ul style="list-style-type: none"> <li>• <i>How does the school engage pupils in decision making around provision for them?</i></li> <li>• <i>How are pupils supported to ensure their voices are heard?</i></li> <li>• <i>How does the school encourage the active participation of pupils?</i></li> </ul>	<b>Arrangements for consulting with children with SEND and involving them in their education</b>
<b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b>	<ul style="list-style-type: none"> <li>• <i>What is the school's approach to transition?</i></li> <li>• <i>How does the school work with other settings to transfer information and support transition to the next setting?</i></li> <li>• <i>Who is responsible for providing this support and what are the usual timescales?</i></li> <li>• <i>What support is available for work experience or out of school activities?</i></li> </ul>	<b>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</b>
<b>Staff skills and wider support</b>		
<b>What skills do the staff have to meet my child's needs?</b>	<ul style="list-style-type: none"> <li>• <i>What is the school's approach to CPD for staff which enables them to support pupils with SEND?</i></li> <li>• <i>How does the school prepare for new children coming to the school who have needs that they have not previously supported?</i></li> <li>• <i>Are there any specialist staff in school? What are their qualifications?</i></li> </ul>	<b>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</b>
<b>What specialist services are available</b>	<ul style="list-style-type: none"> <li>• <i>What external support services can the school access?</i></li> <li>• <i>Which professionals and organisations provide support to pupils?</i></li> </ul>	<b>How school involves other</b>

<p><b>at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• <i>Have any staff members undertaken specialist training to support specific roles?</i></li> <li>• <i>What other services are accessed from health and social care?</i></li> </ul>	<p><b>bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</b></p>
<p><b>What happens if my child needs specialist equipment?</b></p> <p><b>How accessible is the school and how does it arrange the facilities children need?</b></p>	<ul style="list-style-type: none"> <li>• <i>What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</i></li> <li>• <i>How does the school make best use of resources in its delegated budget?</i></li> <li>• <i>Is the school fully wheelchair accessible?</i></li> <li>• <i>Are their disabled changed and toilet facilities? Does the school have disabled parking bays?</i></li> <li>• <i>Have the auditory and visual environments been audited?</i></li> </ul>	<p><b>How equipment and facilities to support children with SEND will be secured</b></p>
<p><b>How will my child manage tests and exams?</b></p>	<ul style="list-style-type: none"> <li>• <i>What access arrangements are available if appropriate for examinations?</i></li> <li>• <i>How are decisions about support made and how are families involved in this process?</i></li> </ul>	<p><b>Information regarding access arrangements</b></p>

## Accessing advice and support

<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>• <i>Who is the SENCO and what are their contact details? When and how is the SENCO best contacted?</i></li> <li>• <i>Who else is part of the wider SEN team and what are their key roles and responsibilities?</i></li> <li>• <i>Who is the Governor responsible for SEN and what are their contact details?</i></li> </ul>	<p><b>Contact details for the Special Educational Needs Coordinator</b></p>
<p><b>What do I do if I'm not happy or if I want to complain?</b></p>	<ul style="list-style-type: none"> <li>• <i>Who is the first point of contact if parents/carers wish to discuss concerns?</i></li> <li>• <i>What is the school's approach to resolving concerns?</i></li> <li>• <i>Who can families talk to if they are worried?</i></li> <li>• <i>How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?</i></li> <li>• <i>Where can the formal complaints policy be found and what are the key points?</i></li> </ul>	<p><b>Arrangements for handling complaints from parents of children with SEND</b></p>
<p><b>Where can I get information, advice and support?</b></p>	<ul style="list-style-type: none"> <li>• <i>How does the school signpost families to services that can provide additional support?</i></li> <li>• <i>Who is the first point of contact?</i></li> </ul>	<p><b>Contact details of support services for parents of pupils with SEND</b></p>
<p><b>Where can I find out about other services that might be available for our family and my child?</b></p>	<ul style="list-style-type: none"> <li>• <i>How does the school link to the LA local offer and how is this information made available to parents/carers?</i></li> <li>• <i>How has the school contributed to the LA local offer</i></li> <li>• <i>Where can the LA local offer be accessed?</i></li> </ul>	<p><b>The school's contribution to the local offer and where the LA's local offer is published</b></p>

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<i><b>Parent/carer questions</b></i>	<i><b>Key information</b></i>	<i><b>Links to SEND Code of Practice (2015)</b></i>
<b>School Policy and procedure</b>		
<p><b>What kinds of SEND do pupils in the school have?</b></p>	<p>As a mainstream school, Totnes St John's Primary School strongly believes in inclusion so that pupils are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class.</p> <p>In the academic year 2019/2020 there are 21 children identified as having a SEND, which is approximately 15.6% of children on roll. These are made up of: 9 pupils have an individual Education Support Plan 4 pupils currently awaiting EHCP Assessment 10 children with SEN Support.</p> <p>We support children with range of needs in all the areas of development. We have a number of children with communication and interaction difficulties, including speech and language and children who are on the Autistic Spectrum. At Totnes St John's C of E Primary School there are children with Social, emotional and mental health difficulties with a range of needs who are supported by the nurturing ethos of the school. We have a number of children with sensory needs and physical needs and the school is fully accessible with wheelchair access throughout. As a school we have a focus on the child as an individual, enabling us to meet a huge range of cognition and learning needs with an inclusive approach.</p> <p>Staff at Totnes St John's C of E Primary School Primary School encourage</p>	<p><b>The kinds of special educational needs for which provision is made at school</b></p>



	<p>everyone to give of their best, to be independent life-long learners, and to be proud of their own and others' achievements.</p>	
<p><b>How do you know if a pupil needs extra help?</b></p>	<p>Each term, class teachers, support staff, parents and the SENCo discuss attainment, progress and provision for each pupil identified as having a Special Educational Need: Parents meet with the class teacher to discuss and agree support and targets which are recorded in a personal plan. For most pupils identified as having a special educational need, this cycle of assessment and provision is effective in meeting their needs to ensure good progress. Where progress and attainment continues to be lower than expected, despite targeted intervention and support, the school may utilise more specialist diagnostics assessments, draw on support from outreach and / or health professionals or request advice and assessment from Devon Educational Psychology Service</p> <p>At Totnes St John's C of E Primary School, we track the progress of the children in a number of ways dependent on their needs. All children are tracked on Pupil Tracker for their academic abilities. If children are un Speech and Language, then we use Speech and Language link to continue to assess and plan alongside the SALT. We also use the Boxall Profile to assess children SEMH needs.</p> <p>All staff are responsible for raising concerns with children's development and needs. At Totnes St John's C of E Primary School, we have a clear SEN process that all staff are aware of – the basis for this is the Graduated Response. Assess, Plan, Do, Review cycle. From this we ensure we are</p>	<p><b>Information about the school's policies for identification and assessment of pupils with special educational needs</b></p>

working on the main areas of need and with a big focus on quality first teaching and targeted interventions.

Where a child's needs are more complex then we will request the support of outside interventions for specialist approaches.

At Totnes St John's C of E Primary School, we use this SEN process alongside regular full class screenings for SAL and academic assessments to highlight any children that may so far have unidentified needs.

Assessments that are used by our school include:

- Teacher assessments and standardised tests.
- Phonics screenings
- Speech and Language assessments using Speech and Language Link.
- Reading age assessments
- Boxall Profile for Social and Emotional assessments.
- Assessments from the schools Educational Psychologist.

We also work very closely with outside agencies to ensure that any other assessments needed by them are completed and returned as soon as possible.

These assessments and processes highlight any children that may be having difficulties accessing and progressing with their learning.

**Day to day support**

<p><b>How do teachers help pupils with SEND? How will the school support my child?</b></p>	<p>As a mainstream school, Totnes St John's C of E Primary School strongly believes in inclusion so that pupils are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class. Teaching is adapted in many ways to suit the varying needs of individuals and groups within the class, e.g. changing resources: varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology etc. 'Quality first teaching' and a broad and balanced curriculum from class teachers is an entitlement for all pupils and effective differentiation enables all pupils to experience feelings of success and achievement.</p> <p>At Totnes St John's C of E Primary School, we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants or pastoral assistants, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.</p> <p>Children who require SEN Support and who have EHCPs are all part of the school's Plan, Do, Review process. These children will have IEPs which are regularly reviewed and updated and shared with the children and their</p>	<p><b>The school's approach to teaching pupils with SEND</b></p>
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	<p>families. Children with more complex needs or children whose progress is still slow despite the quality first teaching, targeted interventions and IEPs with become part of our TAF process. Regular meeting will be held with the families, relevant schools staff and any outside agencies to put a more detailed Plan, Do, Review process in place. These meetings will be held every six to eight weeks and updated accordingly.</p>	
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>At Totnes St John's C of E Primary School Primary School, we use the Graduated Response assessment tool to highlight main areas of need and use the Plan, Do, Review document to ensure that the interventions and support that are put in place are going to be the most effective. These provisions are then reviewed alongside their progress every six to eight weeks whilst assessments and any referrals are also completed.</p> <p>Access: Our school building is fully accessible to those with physical disabilities including wheelchair access.</p> <p>Pupils with Additional Needs: Totnes St John's C of E Primary School promotes inclusion and carefully monitors groups so that all pupils can access all areas of the school curriculum, make at least expected progress and achieve in line with their peers. We cater for pupils with a wide range of additional needs, not just Special Educational Needs (SEN), and this includes gender, minority ethnic and faith groups, Children in Care and Young Carers.</p> <p>Able Pupils: Pupils with exceptional aptitude and skills in any subject area will find many opportunities to develop these e.g. within their regular lessons</p>	<p><b>How adaptations are made to the curriculum and learning environment</b></p>

<p><b>Is there any additional support available to help children with SEND?</b></p>	<p>(through differentiated work and extension activities), in additional small group work and enrichment opportunities both in and outside of school. Some Gifted and / or Talented pupils may also have a Special Educational Need.</p> <p>Pupils with English as an Additional Language (EAL):</p> <p>Pupils with EAL have additional needs but not special educational needs. Pupils whose first language is not English need tailored support to ensure access to the curriculum and also a tailored programme to learn and use the English language.</p> <p>Totnes St John's C of E Primary School has dual-language resources and intervention materials for use in school. Some pupils with EAL may also have a special educational need or disability. Provision for pupils, with disabilities and additional educational needs:</p> <p>At Totnes St John's C of E Primary School, we look at the educational needs of pupils with disabilities and in liaison with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential. This will include a personalised curriculum tailored to individual needs, where appropriate, as well as ongoing professional development and training for staff.</p> <p>The level of support available at Totnes St John's C of E Primary School can be divided into three areas, Universal, Targeted and Specialist. Universal support includes Quality First Teaching and in class support and differentiation. Targeted includes individual or small group interventions that are above and beyond that which is provided in class. Specialist support</p>	
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includes following programs and advice from outside agencies that are providing the individual child with specific plans and targets.

Parents are involved in any decision making and these decisions are supported by the school staff, including the SENCo, SEN Lead, Class teachers and support staff.

If after completing the graduated response additional support is required, then we work closely with a number of outside agencies.

We use a number of outside agencies to advise us on meeting pupils' needs including;

- Educational Psychology Service
- Babcock LPD Special Educational Needs, Disability and Inclusion Advisory Team
- SEMH Service
- Speech and Language Therapy
- Occupational Therapy
- Community Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Communication and Interaction Team
- Deaf and Hearing Impairment Team
- Inclusion Service
- Physio team
- Early Help

	<ul style="list-style-type: none"> <li>• DIAS</li> </ul>	
<p><b>How will the school know how well my child is doing?</b></p>	<p>The teachers at Totnes St John’s C of E Primary School will continuously monitor the progress of all children and this will be reviewed on at least a termly basis.</p> <p>If a child is having universal provision the child’s progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision, then the child’s progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate.</p> <p>If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed.</p> <p>Any parent is able to speak to their child’s teacher at any point through this process and they are also able to contact the SEN Team to find out any information on their child’s progress.</p> <p>The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA’s leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for</p>	<p><b>Arrangements for assessing and reviewing pupil’s progress towards outcomes</b></p>

	<p>the child.</p> <p>The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example, then their targets will come from Speech and Language Link or from the SALT depending on their level of need.</p> <p>If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.</p>	
<p><b>How will I know my child is making progress? How do you check on this?</b></p>	<p>As stated above, the progress of each child is reviewed regularly and with this the effectiveness of the intervention it's-self. If it is deemed that the intervention is not effective for an individual child or a group of children, then the strategies themselves will be altered.</p> <p>The review process of interventions and progress is all part of our Plan, Do, Review cycle.</p> <p>If, for example, little or no progress has been made after trying a range of interventions and strategies then it is likely that referrals to specialist professionals will be completed.</p>	<p><b>How the effectiveness of provision is evaluated</b></p>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>All children with SEND are part of their mainstream classrooms and have access to assemblies, school performances, school visits, extra-curricular activities and residential trips.</p> <p>In order to ensure all children's health and safety, risk assessments are completed for all off-site visits and any individual requirements will be discussed with parents. School staff will discuss and agree with parents how their child can be included whilst taking account of their individual needs.</p>	<p><b>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</b></p>



<p><b>How will you support my child's overall well-being?</b></p>	<p>Totnes St John's C of E Primary School Primary School prides it's self on being a very nurturing and inclusive setting.</p> <p>Children who need support with their well-being, whether it be emotionally or socially, can access a range of provisions for different needs. Children may have access to the Blossom Tree (our breakfast provision), this is set up for SEMH support and nurture sessions.</p> <p>If a child needs to access this provision to aid their progress it is done with the child's well-being at the heart of it. Children will be seen as being part of the Blossom Tree family and the regular and highly experienced staff will be building self-esteem, confidence and a good learning attitude in all the children.</p> <p>In the afternoons, the Blossom Tree is available for all children who need some specific social and emotional support. The interventions available in the Blossom Tree are guided by the Boxall Profile and Thrive based activities. A lot of the provision is done through play and by providing the children with a safe place and trusted adults to explore their emotions and social needs. We consider the provision available to our pupils at the Blossom Tree as specialist support, we also offer targeted and universal provisions in the setting as a whole.</p> <p>As previously mentioned SEMH is seen as a whole school approach at Totnes St John's C of E Primary School and we have a number of trained and experienced staff who naturally put a nurture slant on all that they do.</p> <p>We feel that we have a very good understanding of children's emotional</p>	<p><b>Support for improving emotional and social development</b></p>
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needs and we are happy to do what needs to be done to meet these. If needed a child will have a named adult who they will be able to have protective time with at least weekly, there may be a team of adults if that is more appropriate. We ensure that all children are respected and the emotions are validated and reflected upon.

All children, should the need arise, can be assessed and supported through the use of the Boxall Profile and a number of other specialist interventions – all staff have an understanding of attachment based processes and thrive based strategies.

If a child has a medical health condition, then a Health Care Plan will be completed by the parents with the support of the SENCo/SEN Lead. These plans include any medicinal needs as well as emergency procedures and specific interventions.

Any prescribed medication will be accepted and administered in the school with written parental consent. For children with Asthma there are named adults responsible for the storage and use of inhalers. Staff follow specific rules with the recording of administering medicines and reporting this to parents. The school will make every effort to ensure that children who have medical needs will be fully included in all of school life, including trips and residential.

If a child needs support with their personal care, then an intimate care plan will be completed with the parent (and the child – where appropriate).

Risk assessments will be regularly completed and reviewed to support both child and the staff in delivering the best provision.

There is very clear and consistent approach to behaviour in the school, there is a whole school approach to ensuring that children are aware of the behavioural expectations.

Children are also aware of the processes involved if they do not meet these expectations. At the heart of this process is the completion of restorative and reflective work with the child and staff involved.

If a child is at risk of exclusion due to challenging and dangerous behaviour, the SENCO/ SEN Lead will arrange a meeting to complete an individual behaviour care plan with parents, class teacher and other key adults of the child. The plan is shared with all key adults and reviewed and updated regularly to support the individual child.

The SENCO/SEN Lead may also arrange further multiagency support. Risk assessments are also completed to ensure the safety of the individual children and the staff working with them.

Totnes St John's C of E Primary School work very closely with a number of outside agencies including The Inclusion Team, the local EWO and EP to ensure that we are supporting the children and their families to reduce the

	likelihood of exclusions and to increase out attendance.	
<b>Involving families</b>		
<p><b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b></p>	<p>Parents and carers of children with SEN are included in the school's standard methods of information sharing – including parents evening and topic days etc. Any parent is able to contact the class teacher or SENCo/SEN Lead at any stage of the school year for a further update.</p> <p>If a child is accessing an intervention or is being assessed using a specific program (Boxall, SALT) then the child's progress will be shared with the parents at regular intervals, including after an intervention has finished or reviewed also before and after an assessment has been completed. If a child is having input from a specialist service, then the parent will be informed by either the specialist or by the school each time any input or assessment is carried out.</p> <p>The feedback regarding progress may be given as part of a TAF meeting or as a one off meeting / phone call depending on the needs of the child or the wishes of the parent.</p> <p>Any parent will have the opportunity to have a brief chat with the class teacher during the collection at the end of the day, for day-to-day feedback. If the parent wishes to have an in-depth conversation with the teacher, this is done over the phone or by appointment.</p> <p>If there has been an incident during the school day, then the school will contact the parent by phone to inform them of the situation.</p>	<p><b>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</b></p>

Sometimes the school are required to complete specific observations of children throughout the school day (e.g. how much are they eating etc.) this can either be collated and feedback to the parent as and when needed using a home school diary.

For less specific information about what is happening at school, i.e. events / trips etc. the school website page is updated regularly and emails are sent out to parent /carers.

There are other opportunities for parents to gather information and meet the staff:

- Meet the teacher – at least once every half term (viewing of work or parents evening)
- Offer of parent workshops to support phonics, year 2 and year 6
- Offer of parent learning sessions for reading and maths
- Open mornings for all new starters.

Parents are also regularly informed and kept up to date with the planning for the children's learning through:

- Parents information available regarding the policies for each subject.

	<ul style="list-style-type: none"> <li>• School website provides subject specific information</li> <li>• Parents sessions to support learning (key year groups)</li> </ul>	
<p><b>How will my child be able to share their views?</b></p>	<p><b>The school encourages children to be part of the decision making process at school by ensuring their voices are heard through:</b></p> <ul style="list-style-type: none"> <li>• Outside agency supports to assist children and families. 1:1 support with a key supportive adult</li> <li>• Pupils led 'School councillors'</li> <li>• Pupils involved in any funding applications/ school development ideas</li> <li>• Pupils fulfil key responsibilities within the school</li> </ul>	<p><b>Arrangements for consulting with children with SEND and involving them in their education</b></p>
<p><b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b></p>	<p><b>What is the school's approach to transition?</b></p> <ul style="list-style-type: none"> <li>Ø Comprehensive transition (teacher-teacher and teacher-parent/pupil)</li> <li>Ø Individualised support plans for children who need additional support</li> <li>Ø Sample day with their new teacher</li> <li>Ø Key transition points provided with additional support (EYFS, Y2-</li> </ul>	<p><b>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</b></p>

Y3, Y6-7)

Ø Comprehensive EYFS starter booklet and package sent to new starters

Ø Close relationship with local secondary schools

**How does the school work with other settings to transfer information and support transition to the next setting?**

Ø CPOMS data provided once change of roll.

Ø Close relationship with local schools

Ø Meetings with transition workers from other schools

Ø Sharing of all academic data

**Who is responsible for providing this support and what are the usual timescales?**

Ø SENCO/SEN Lead, Safeguarding officer, SLT, Class teacher.

	<p>Ø Data shared once transition is officially confirmed.</p> <p>Ø In-school transition programme begins within the last half term.</p> <p><b>What support is available for work experience or out of school activities?</b></p> <p>Ø All learning journeys include real life experiences and visits to the school of experts.</p> <p>Ø High importance placed on local and relevant visits to encourage pupils aspirations and develop lifelong learning.</p>	
<p><b>Staff skills and wider support</b></p>		
<p><b>What skills do the staff have to meet my child's needs?</b></p> <p><b>What specialist services are available at or accessed by the school?</b></p>	<p>If a child is transferring to Totnes St John's C of E Primary from another school or if they are starting in Reception class, the first step in finding out how the school can best support them is to have an in depth conversation with the parents/carers.</p> <p>The class teacher, SENCo or SEN Lead will be the first contact for new children with SEN and information will be gathered and recorded. A meeting may be arranged with the parents, class teacher, previous school or childcare provider and the SENCo or SEN Lead. From this meeting a transition plan will be put in place and plan, do, review process will begin. During this meeting</p>	<p><b>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</b></p> <p><b>How school involves other bodies, including health and social care, local authority support services and</b></p>



	<p>the school SEN Team along with the parents will decide if any referrals or assessments can be carried out before the child begins or whether more evidence needs to be gathered first.</p> <p>When the child is ready to start we will have the information to be able to ensure that the class teacher and support staff are best placed to support the child from day one.</p> <p>The plan, do, review process will then be continued.</p> <p>The school have access to a huge range of professionals and specialists that can be called upon for general advice, training and support for specific children. Each service works in a way that produces the best outcomes for the children. We have access to the following services:</p> <p>Educational Psychology Service Babcock LPD Special Educational Needs, Disability and Inclusion Advisory Team SEMH team Speech and Language Therapy Occupational Therapy Community Nursing Team Child and Adolescent Mental Health Services (CAMHS) Communication and Interaction Team Deaf and Hearing Impairment Team</p>	<p><b>voluntary sector organisations, in meeting pupils' SEN and supporting their families</b></p>
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	<p>Physiotherapists Inclusion Service Early Help Family Practitioners Disabled Children's service</p> <p>These services work in a variety of different ways from, working directly with the children, supporting staff to support individual children, supporting staff to support different types of SEN, whole school training, supporting families, supporting parents and supporting children at home etc.</p>	
<p><b>What happens if my child needs specialist equipment?</b></p> <p><b>How accessible is the school and how does it arrange the facilities children need?</b></p>	<p>• <b>What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</b></p> <p>If a child at Totnes St John's C of E Primary School needs specialist equipment that has been recommended by a specialist, there are a number of different ways that this can be acquired. Sometimes the specialist that has recommended it will be able to procure it for the school. The school will purchase the needed equipment; this may be funded from the school SEN budget or funding may be applied for.</p> <p>A number of local charities offer funding for certain types of equipment and this can be applied for when the need arises. Alongside this the majority of the building is wheelchair accessible including all of the outside play areas.</p>	<p><b>How equipment and facilities to support children with SEND will be secured</b></p>

	<p>We have an accessible toilet which includes a shower and the appropriate bars, support rails etc.</p>	
<p><b>How will my child manage tests and exams?</b></p>	<p>What access arrangements are available if appropriate for examinations? How are decisions about support made and how are families involved in this process?</p> <p>Ø Additional support is available in line with the government guidelines</p> <p>Ø Children are assessed in-line with the guidelines set out in the access arrangements document</p> <p>Ø Parents and pupils informed continually throughout the process (parents evenings, website etc)</p> <p>Ø Teachers make the decisions with support from SENCO/ SEN Lead and Team Leader</p>	<p><b>Information regarding access arrangements</b></p>

<b>Accessing advice and support</b>		
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p> <p><b>What do I do if I'm not happy or if I want to complain?</b></p> <p><b>Where can I get information, advice and support?</b></p> <p><b>Where can I find out about other services that might be available for our family and my child?</b></p>	<p>The SEN team comprises of:</p> <p>SENCo – Clara Lyons</p> <p>SEN Lead – Zoe Ellis</p> <p>Safeguarding and Inclusion Lead for ACE Trust-Wendy Parr</p> <p>Strategic SEND Lead for ACE Trust – Katy Burns</p> <p>They can be contacted by phoning or emailing the school directly and either appointments or meetings can be set up on 01803 864695 or <a href="mailto:admin.tsj@acexcellence.co.uk">admin.tsj@acexcellence.co.uk</a></p> <p>The SEN Lead is available by telephone and email three days a week and will co-ordinate responses and outcomes with the SENCo.</p> <p>If a parent or carer has a concern that they would like to discuss there are a number of options. The first point of contact would be the Head Teacher, if the parent did not feel like they could discuss it with the class teacher. Parents and carers can also talk to the Safeguarding and Inclusion Lead, or a member of SLT.</p> <p>There is a clear procedure that is followed if a parent wants to raise and concern or a complaint and this will be explained clearly verbally and in writing to the parent/carers if they feel that they want to make a complaint. The complaints policy is on the website and can also be requested from</p>	<p><b>Contact details for the Special Educational Needs Coordinator</b></p> <p><b>Arrangements for handling complaints from parents of children with SEND</b></p> <p><b>Contact details of support services for parents of pupils with SEND</b></p> <p><b>The school's contribution to the local offer and where the LA's local offer is published</b></p>

the office at any time.

If a family are requesting additional support the school SEN and Safeguarding team are able to signpost parents/carers to a number of different services that are available.

Parents and carers are also made aware of the Local offer, a link to this can be found on the school website.