



Harbour Schools Partnership

A guiding light for education

Special Educational Needs and Disabilities Policy

Sampford Peverell C of E Primary School



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NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.
Introduction

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation

Links to other Trust Policies

[Safeguarding and Child Protection](#)
[Behaviour and Anti-Bullying](#)
[Supporting children with medical conditions](#)
[Data Protection Policy](#)
[Accessibility Plan/Strategy](#)
[Children with Medical Needs](#)
[Pupil Premium Plan](#)
[School Admissions](#)
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[Health and Safety](#)
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1.0 CONTEXT

This policy was developed in consultation with parents/carers, staff and pupils of the school community and is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- o [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- o [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- o The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- o The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- o The governance guide for academy trusts which sets out trustees' responsibilities for pupils with SEND
- o The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

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. SENDCo is working towards the NPQSEN qualification.
Contact details:	sampford@thsp.org.uk
Name of LAC teacher:	Sarah Price
Contact details:	sampford@thsp.org.uk
Linked Policies	Safeguarding and Child Protection Behaviour and Anti-Bullying Supporting children 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'*

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

- The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

At Sampford Peverell C of E Primary School School a pupil will be placed on the Special Educational Needs and Disabilities (SEND) register if they meet the criteria outlined in the SEND Code of Practice (2015) and relevant legislation, including the Children and Families Act 2014.

This includes:

- **Learning difficulties** (e.g. dyslexia, dyspraxia, dyscalculia)
- **Disabilities** (e.g. visual or hearing impairments, cerebral palsy)
- **Social, emotional and mental health needs** (e.g. ADHD, anxiety)
- **Communication and interaction needs** (e.g. speech and language difficulties, autism)

Eligibility Criteria:

Has a difficulty or disability which:

- Significantly impacts their ability to learn compared to peers of the same age.
- Has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- affects access to education, learning, or participation in school life.
- Require support in one or more of the following areas:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs

Additional Considerations

- Pupils with a recognised disability should be included even if they do not currently require additional educational support, where the condition has the potential to impact learning or access to education.

- Inclusion on the register must be based on evidence of need, not solely on diagnosis.
- Parental/carer engagement is essential; schools must inform and involve families in decisions regarding SEND identification and support.
- The SEND register is dynamic and should be reviewed regularly to reflect changes in pupil needs and provision.

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

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 directly 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 Neurodiversity; including Autism spectrum condition may experience 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)
- Neurodiversity (Autism / / ADHD/ Tics & Tourette's etc)

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 concerns persist, 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 My Plans.

Reasonable adjustments are made for pupils through the delivery of Quality First Teaching (QFT) and high-quality universal provision.

4.2.3

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 SEND Statutory 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:

[Education, health and care plans \(EHCPs\) - SEND Local Offer](#)

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 The Trust SEND lead alongside ' THSP Executive Leadership Team. .

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 THSP Executive Leadership Team the Head Teacher, SENDCo and all members of staff have important roles and responsibilities to support pupils with SEND.

7.1 The Harbour Schools Partnership Leadership Team

Trust Leaders will 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 Trust Leaders 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 SEND provision at least twice 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 endeavour 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 Children with Medical Needs 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 Harbour)

Devon SEN Advisory Teams:

SEND Inclusion Partner

Educational Psychology Services

SpLD Team

Sensory Impairment Team (Hi/Vi/MSi)

Physical Disability and IT 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: [Harbour Schools Partnership - Policies](#)

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 SEND Network meetings for The Harbour Schools Partnership, 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 Privacy Notices on our school website.

APPENDIX 1: SCHOOL SEND INFORMATION REPORT (SIR) INSERT

Also available on school website:

[Sampford Peverell C of E Primary School - Home](#)

Sampford Peverell C of E Primary School
SEND Information Report

School Policy and Procedure		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>What kinds of SEND do pupils in the school have?</p> <p>1. Is this a mainstream or special setting? 2. Outline main needs currently supported in school 3. Consider general statement on inclusion/vision for SEND</p>	<ul style="list-style-type: none"> • Sampford Peverell C of E Primary School is a mainstream primary school with children taught in mixed age/single year classes. • The school caters for a range of SEND needs; including Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical & Sensory Needs. • Our most recent Ofsted inspection report in January 2025 noted that “Pupils love to come to this inclusive school” and “Staff quickly identify pupils with special educational needs and/or disabilities (SEND) and stay well-informed about their needs. They work with parents to set clear targets for pupils. Staff adapt learning so that pupils with SEND learn successfully alongside their peers”. • <u>Ofsted Report January 2025</u> • 	<p>The kinds of special educational needs for which provision is made at school</p>

<p>How do you know if a pupil needs extra help?</p> <p>1. How does the school track pupil progress? 2. What systems are in place to quickly respond to difficulties in learning? 3. What systems are in place for spotting pupils who may have unidentified needs? 4. Does the school use any particular screening tools/assessments? 5. How does the school decide when a pupil is having difficulties accessing learning?</p>	<ul style="list-style-type: none"> 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 by the class teacher to Unit leaders and the SENDCO. In discussion with the Class teacher, the SENDCO and other staff may use a range of assessments/screening tools to identify areas of need. Children are considered to have a SEND if they have been identified as working below ARE and are struggling to make good levels of progress and/or children who have a need in one or more of the four areas of need. At Sampford Peverell C of E Primary School, we use the following screening tools and assessments: <table border="0"> <thead> <tr> <th><u>Communication & Interaction</u></th><th><u>Cognition & Learning</u></th><th><u>Social, Emotional & Mental Health</u></th><th><u>Sensory & Physical</u></th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ★ Language Link ★ Speech Link ★ Language for Thinking ★ Pre-school phonology screener ★ Pre-school concepts screener </td><td> <ul style="list-style-type: none"> ★ HAST-2 Spelling ★ WIAT spelling ★ Subject Baselines ★ Phonics Assessments ★ Toe-by-Toe ★ Sandwell Maths ★ IDL screener </td><td> <ul style="list-style-type: none"> ★ SEMH Trackers ★ Boxall Profile ★ Emotional wellbeing questionnaire ★ Emotional well-being risk and resilience cards </td><td> <ul style="list-style-type: none"> ★ Sensory Sensitivities Checklist ★ Funfit ★ High 5s </td></tr> </tbody> </table> <ul style="list-style-type: none"> The school follows an identification of need process to determine if a pupil is having difficulties accessing their learning. This helps to identify their needs and is supported by using the Devon Needs Indicator Tool. The school can then work to identify provision and strategies that can help the children to access their learning. 	<u>Communication & Interaction</u>	<u>Cognition & Learning</u>	<u>Social, Emotional & Mental Health</u>	<u>Sensory & Physical</u>	<ul style="list-style-type: none"> ★ Language Link ★ Speech Link ★ Language for Thinking ★ Pre-school phonology screener ★ Pre-school concepts screener 	<ul style="list-style-type: none"> ★ HAST-2 Spelling ★ WIAT spelling ★ Subject Baselines ★ Phonics Assessments ★ Toe-by-Toe ★ Sandwell Maths ★ IDL screener 	<ul style="list-style-type: none"> ★ SEMH Trackers ★ Boxall Profile ★ Emotional wellbeing questionnaire ★ Emotional well-being risk and resilience cards 	<ul style="list-style-type: none"> ★ Sensory Sensitivities Checklist ★ Funfit ★ High 5s 	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>
<u>Communication & Interaction</u>	<u>Cognition & Learning</u>	<u>Social, Emotional & Mental Health</u>	<u>Sensory & Physical</u>							
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Day to Day Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>How do teachers help pupils with SEND? How will the school support my child?</p> <p>1.What is the school's approach to differentiation and how does this support pupils?</p> <p>2.How is the school developing quality first teaching?</p> <p>3.What is the school's graduated approach to meeting the needs of pupils?</p>	<ul style="list-style-type: none"> • We have a graduated response to meeting pupils' needs, starting with Ordinarily Available Inclusive Provision (OAIP) for all children. Quality First Teaching is used to ensure all pupils receive the support they need. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap. • Sampford Peverell C of E Primary School have worked hard to develop Quality First Teaching as well as Adaptive Teaching to ensure that the curriculum is accessible to all children. • Sampford Peverell C of E Primary School have been focussed on developing their OAIP to ensure that there are strategies in place to support children to access the curriculum. Where there needs to be additional support in place, targeted provision is used to ensure that the learning is accessible. Targeted Provision includes: individualised timetables of support, intervention programmes, specific resources to enhance accessibility. 	<p>The school's approach to teaching pupils with SEND</p>
<p>How will the curriculum be matched to my child's needs?</p> <p>1.How does the school approach the identification of need and the matching of those needs to appropriate provision?</p> <p>2.How is learning planned for pupils with SEND, including group and individual adaptations to the curriculum?</p>	<ul style="list-style-type: none"> • If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the Devon Needs Indicator Tool to document initial concerns and pinpoint specific areas of need. When concerns are raised, teachers will access support and advice from the school SENDCO and together they will work collaboratively with parents/carers. A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have a difficulty which: <ul style="list-style-type: none"> ★ Significantly impacts their ability to learn compared to peers of the same age. ★ Has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. ★ Affects access to education, learning, or participation in school life. • Children with SEND will have an Individual Education Plan (IEP) or pupil passport in place. This can be used to plan their personalised adaptations to the curriculum and to outline any strategies and resources in place to ensure access to the curriculum. 	<p>How adaptations are made to the curriculum and learning environment</p>

Day to Day Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)				
<p>Is there any additional support available to help children with SEND?</p> <p>1. How does the school make use of the resources in their delegated budget to support pupils with additional needs? 2. What types of support are available? 3. How are resources allocated? 4. How are such decisions made and who is involved in this process? How are parents/carers and pupils involved?</p>	<ul style="list-style-type: none"> We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Needs Indicator Tool supports this by providing a clear pathway of identifying and assessing needs, the OAIP Framework supports with planning and doing, and then the IEP review cycles provide opportunities for reviewing. At Sampford Peverell C of E Primary School, we have the following interventions available: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center; padding: 5px;"> <u>Communication & Interaction</u> <ul style="list-style-type: none"> ★ Language Link ★ Individual Speech and Language Programmes <ul style="list-style-type: none"> ★ Lego Therapy ★ Autism Attention Bucket <ul style="list-style-type: none"> ★ Socially Speaking ★ Talkabout ★ Language for Thinking ★ Black Sheep Narrative ★ Intensive Interaction </td> <td style="width: 25%; text-align: center; padding: 5px;"> <u>Cognition & Learning</u> <ul style="list-style-type: none"> ★ Pre-Teaching ★ Toe-by-Toe ★ Plus 1 ★ Power of 2 ★ Read Write Inc tuition ★ Read Write Inc Fresh start ★ IDL ★ Sound Linkage </td> <td style="width: 25%; text-align: center; padding: 5px;"> <u>Social, Emotional & Mental Health</u> <ul style="list-style-type: none"> ★ 5 point scale ★ Language for Behaviour and Emotions ★ Social Stories ★ Comic strip conversations ★ Co-Regulation ★ Socially Speaking </td> <td style="width: 25%; text-align: center; padding: 5px;"> <u>Sensory & Physical</u> <ul style="list-style-type: none"> ★ Funfit ★ High 5s ★ Touch typing programme ★ Planned and "as required" sensory/movement breaks </td> </tr> </table> <ul style="list-style-type: none"> Resources are allocated throughout school according to the individual needs of the children. The SENDCO monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team. The IEPs are reviewed termly and shared with parents/carers to ensure they are aware of the additional provision in place to support their child. They also have regular opportunities to discuss this provision with the class teacher and/or SENDCO. 	<u>Communication & Interaction</u> <ul style="list-style-type: none"> ★ Language Link ★ Individual Speech and Language Programmes <ul style="list-style-type: none"> ★ Lego Therapy ★ Autism Attention Bucket <ul style="list-style-type: none"> ★ Socially Speaking ★ Talkabout ★ Language for Thinking ★ Black Sheep Narrative ★ Intensive Interaction 	<u>Cognition & Learning</u> <ul style="list-style-type: none"> ★ Pre-Teaching ★ Toe-by-Toe ★ Plus 1 ★ Power of 2 ★ Read Write Inc tuition ★ Read Write Inc Fresh start ★ IDL ★ Sound Linkage 	<u>Social, Emotional & Mental Health</u> <ul style="list-style-type: none"> ★ 5 point scale ★ Language for Behaviour and Emotions ★ Social Stories ★ Comic strip conversations ★ Co-Regulation ★ Socially Speaking 	<u>Sensory & Physical</u> <ul style="list-style-type: none"> ★ Funfit ★ High 5s ★ Touch typing programme ★ Planned and "as required" sensory/movement breaks 	<p>How adaptations are made to the curriculum and learning environment</p>
<u>Communication & Interaction</u> <ul style="list-style-type: none"> ★ Language Link ★ Individual Speech and Language Programmes <ul style="list-style-type: none"> ★ Lego Therapy ★ Autism Attention Bucket <ul style="list-style-type: none"> ★ Socially Speaking ★ Talkabout ★ Language for Thinking ★ Black Sheep Narrative ★ Intensive Interaction 	<u>Cognition & Learning</u> <ul style="list-style-type: none"> ★ Pre-Teaching ★ Toe-by-Toe ★ Plus 1 ★ Power of 2 ★ Read Write Inc tuition ★ Read Write Inc Fresh start ★ IDL ★ Sound Linkage 	<u>Social, Emotional & Mental Health</u> <ul style="list-style-type: none"> ★ 5 point scale ★ Language for Behaviour and Emotions ★ Social Stories ★ Comic strip conversations ★ Co-Regulation ★ Socially Speaking 	<u>Sensory & Physical</u> <ul style="list-style-type: none"> ★ Funfit ★ High 5s ★ Touch typing programme ★ Planned and "as required" sensory/movement breaks 			
<p>How will the school know how well my child is doing?</p> <p>1. How does the school track and monitor progress? 2. How does the school identify aspirational outcomes and develop clear steps to achieve them? 3. How is this information shared with parents/carers?</p>	<ul style="list-style-type: none"> Children with SEND have an IEP, where appropriate, which details the provision they are receiving in school, as well as their current targets for progress. These are agreed and reviewed termly in consultation with parents. Targeted support is set for individuals following appropriate assessments of their need. If required, discussions are held with parents and referrals may be made to outside agencies. All teaching staff receive training from the SENDCO around target setting and IEP writing to ensure that the targets being set are aspirational and achievable as well as the provision being effective in supporting children to work towards their targets. 	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>				

Day to Day Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>How will I know my child is making progress? How do you check on this?</p> <p>1. What are the school systems, processes and criteria for evaluating the effectiveness of its SEND provision? 2. How does the school assess whether any additional support provided has had an impact on educational progress? 3. How does the school know its arrangements are effective? 4. How are Governors/Trustees involved in this – what are their responsibilities?</p>	<ul style="list-style-type: none"> • All children's progress is monitored through the year by class teachers. This is both formative, ongoing assessments, linked to learning activities and used to plan next steps, and summative assessment tests. • For children with SEND, there may be other assessments which link to targets on their IEPs, which are evaluated at the end of an intervention cycle. IEP targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. IEP reviews are sent home for parents' information termly and these targets are constantly reflected upon in school. • The SENDCO monitors the effectiveness of interventions that are in place through learning walks, observations, and checking IEPs to monitor individual children's progress towards their targets. • The SENDCO meets with the SEND Governor termly to talk through the SEND Provision within the school and discuss good practice. The SEND Governor asks questions about the SEND information of the school to give the SENDCO opportunity to unpick the SEND Provision across the school. • The Trust SENDCOs also meet half termly to share practice and advice amongst each other. This provides opportunities for schools to develop their SEND Provision further. 	<p>How the effectiveness of provision is evaluated</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p> <p>1. What extra-curricular activities are available at the school? 2. How does the school enable access for pupils with SEND? 3. How are parents/carers involved in the planning of activities/school trips? 4. What additional support is available during unstructured times and at the beginning and end of the school day? 5. 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?</p>	<ul style="list-style-type: none"> • At Sampford Peverell C of E Primary school we have a range of extra-curricular activities available. • All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents, and professionals where appropriate, to support those children with additional needs, who may need personalised levels of support. • There are times that parents/carers are invited to join our school trips. For children with complex additional needs, there are discussions with parents/carers to plan for school trips and to ensure that all provision and strategies are in place to support their child's access to the activities. • At Sampford Peverell C of E Primary School we have a number of different groups, for example: School Council, Ethos Group etc. The lead adults of these groups work with the SENDCO to make sure that children with SEND are not only represented in these groups, but supported to access all activities and to have their voices heard. 	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>

Day to Day Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>How will you support my child's overall well-being?</p> <p>1. What pastoral, medical and social support is available in the school for children with SEND?</p> <p>2. How does the school manage the administration of medicines and providing personal care?</p> <p>3. What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <p>4. How does the school ensure the safety of their pupils?</p> <p>5. How do pupils contribute their views?</p> <p>6. 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?</p>	<ul style="list-style-type: none"> • 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. For children who require more enhanced pastoral support, there is access to targeted intervention programmes as well as specifically trained pastoral members of staff. • Sampford Peverell C of E Primary School has a Designated Safeguarding Lead (Sarah Price) and Deputy Safeguarding Leads (Kevin Snow and Alice Tolen). • Sampford Peverell C of E Primary School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. • We will always work collaboratively with parents to make sure that children have a successful time at school. • Information about administration of medicines can be found on the Sampford Peverell C of E Primary School website at: Sampford Peverell C of E Primary School - Policies • Children with SEND are supported to voice their views through the 'Pupil Voice' section within their IEPs, these are updated termly. They are also able to share their views through the varying groups across the school where SEND is appropriately represented, e.g. School Council and Ethos Group etc. 	<p>Support for improving emotional and social development</p>

Involving Families		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>How will you help me to support my child's learning?</p> <p>1.What other opportunities are there for involvement and consultation with parents? 2.How does the school explain how learning is planned and how this can be supported outside of the school?</p>	<p>Sampford Peverell C oF E Primary School has regular opportunities for involvement and consultation with parents, including:</p> <ul style="list-style-type: none"> • Termly parents meetings • TAF meetings where appropriate • Regular informal opportunities such as phone calls and face to face discussions <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>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>
<p>When will we be able to discuss my child's progress?</p> <p>1.How does the school share progress information with parents/carers? 2.What opportunities are there for regular contact about things that happened in school?</p>	<ul style="list-style-type: none"> • Sampford Peverell School shares progress information with parents/carers by holding termly parent meetings, reviewing IEPs, Annual Reviews of EHCPs, in some cases Team Around the Family meetings and end of year reporting. • There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCO would be involved as appropriate. 	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>
<p>How will my child be able to share their views?</p> <p>1.How does the school engage pupils in decision making around provision for them? 2.How are pupils supported to ensure their voices are heard? 3.How does the school encourage the active participation of pupils?</p>	<ul style="list-style-type: none"> • The school engages pupils in decision making around their provision by involving them in reviews of their targets and including their Pupil Voice within their IEPs. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews. • Our IEP Pupil Voice questions are: <ul style="list-style-type: none"> 1. What is working well for you in school? 2. What would you like to change? 3. What do you want the adults at school to know about you? • Sampford Peverell C of E Primary School encourages the active participation of pupils through daily informal feedback and more formal pupil conferencing. These opportunities encourage pupils to express their views about their learning. 	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p> <p>1.What is the school's approach to transition? 2.How does the school work with other settings to transfer information and support transition to the next setting?</p>	<p>We recognise the importance of ensuring a high-quality transition regardless of the stage.</p> <ul style="list-style-type: none"> • Transitions that may occur for our pupils can include: <p style="text-align: center;"><u>Year Group Changes</u> <u>Setting Changes</u> <u>Changes in the Day</u></p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>

Involving Families			
Parent/Carer Questions	Key Information		Links to SEND Code of Practice (2015)
<p>3. Who is responsible for providing this support and what are the usual timescales?</p> <p>4. What support is available for work experience or out of school activities?</p>	<ul style="list-style-type: none"> ★ Nursery – Reception ★ Reception to Key Stage 1 ★ Key Stage 1 to Key Stage 2 ★ Primary to Secondary • We have the following strategies in place to support these transitions: <ul style="list-style-type: none"> ★ Visits to Pre-School ★ Meetings with other SENDCOS ★ Handover Meetings ★ Into our school from another setting ★ From our school to another setting ★ Stay and play sessions ★ TAF (Team Around the Family) meetings 	<ul style="list-style-type: none"> ★ Entering school in the morning ★ Leaving school at home time ★ Transitioning to break time ★ Transitioning to lunch time ★ Moving in and out of the building ★ Move up days in school ★ Enhanced transition activities ★ Transition information/passports 	

Staff Skills and Wider Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>What skills do the staff have to meet my child's needs?</p> <p>1. What is the school's approach to CPD for staff which enables them to support pupils with SEND? 2. How does the school prepare for new children coming to the school who have needs that they have not previously supported? 3. Are there any specialist staff in school? What are their qualifications?</p>	<ul style="list-style-type: none"> Sampford Peverell C of E Primary School are keen to ensure that our staff have the skills and knowledge to meet the needs of all our children. We have clear CPD and training for our staff members and this is delivered in a variety of ways, as outlined below: <ul style="list-style-type: none"> ★ Staff meetings ★ Twilight sessions ★ Specific training courses ★ TA training sessions ★ Professional dialogues ★ Online training ★ INSET Days ★ Training from outside agencies ★ Consultations with Educational Psychologists To prepare for new students with SEND transitioning into our school, we have the following strategies in place to support: <ul style="list-style-type: none"> ★ Transition meetings with pre-schools ★ Transition meetings with parents ★ Transition meetings with outside agencies ★ Liaising with 0-25 SEND Team ★ Attendance at TAF meetings ★ Sharing of documentation between home, pre-schools and school ★ Taster days ★ Phased entry to school At Sampford Peverell C of E Primary School, we have staff trained in the following: <ul style="list-style-type: none"> ★ Phonics ★ Autism awareness ★ Speech & Language ★ Emotion Based School Non-Attendance ★ Lego Therapy ★ Dyslexia Screening ★ Mental Health support 	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>
<p>What specialist services are available at or accessed by the school?</p> <p>1. What external support services can the school access? Which professionals and organisations provide support to pupils?</p>	<ul style="list-style-type: none"> At our school, we regularly access support from external professionals who may also come into school to support our children directly. These can include: <ul style="list-style-type: none"> ★ Educational Psychologist ★ Communication & Interaction Team ★ Speech & Language Therapists ★ Early Years Complex Needs ★ Nursery Plus ★ Play therapists ★ Occupational Therapists ★ CAMHS ★ Family Support Workers ★ Paediatricians ★ Visual Impairment Team ★ SEND Statutory Team ★ School Nursing Team ★ Bladder and Bowel Team ★ Family Hubs ★ Social Care ★ Hearing Impairment Team ★ SEMH Team 	<p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>

Staff Skills and Wider Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)			
What happens if my child needs specialist equipment? <p>1. What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured? 3. Is the school fully wheelchair accessible?</p>	<ul style="list-style-type: none"> If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapy, Physiotherapy or Physical Disabilities Team to ensure that the correct equipment is provided to school. This equipment can be secured through these agencies or through the school. The school has a range of ICT to support learning. The main school building is wheelchair accessible 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. 				
How accessible is the school and how does it arrange the facilities children need? <p>1. Are there disabled changing and toilet facilities? Does the school have disabled parking bays? Have the auditory and visual environments been audited?</p>	<ul style="list-style-type: none"> Sampford Peverell C of E School has two accessible toilets (in the main building and in our EYFS building). There are changing facilities in the EYFS building. All environments are regularly checked and adapted to meet the needs of children with sensory impairments and mobility difficulties. 	How equipment and facilities to support children with SEND will be secured			
How will my child manage tests and exams? <p>1. What access arrangements are available if appropriate for examinations? 2. How are decisions about support made and how are families involved in this process?</p>	<ul style="list-style-type: none"> Sampford Peverell School can support children with SEND to access their assessments and exams using Access Arrangements. Below are examples of Access Arrangements that are used at our school: <table border="1" data-bbox="579 822 1747 917"> <tr> <td data-bbox="579 822 1028 917">★ 25% Extra Time</td> <td data-bbox="1028 822 1388 917">★ Scribe ★ Reader ★ Colour Overlays</td> <td data-bbox="1388 822 1747 917">★ Rest Breaks</td> </tr> </table> The Access Arrangements are discussed in meetings with class teachers and the SENDCO to ensure that the children have what they need in place to access their assessments and exams. 	★ 25% Extra Time	★ Scribe ★ Reader ★ Colour Overlays	★ Rest Breaks	Information regarding access arrangements
★ 25% Extra Time	★ Scribe ★ Reader ★ Colour Overlays	★ Rest Breaks			

Accessing Advice and Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>What should I do if I think my child may have a special educational need or disability?</p> <p>1. Who is the SENDCO and what are their contact details? When and how is the SENDCO best contacted? Who is the Governor responsible for SEN and what are their contact details?</p>	<ul style="list-style-type: none"> 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 can arrange to meet with the SENDCO. The SENDCo at Sampford Peverell C of E Primary School is Alice Tolen, who works 1 day per week at the school, usually on Thursdays. You can contact her by phone (01884 820284) or email sampford@thsp.org.uk The school SEND Governor - Susannah Hill can also be contacted for support on Susannah.hill@thsp.org.uk or sampford@thsp.org.uk 	<p>Contact details for the Special Educational Needs Coordinator</p>
<p>What do I do if I'm not happy or if I want to complain?</p> <p>1. What is the school's approach to resolving concerns? 2. Who can families talk to if they are worried? 3. How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed? 4. Where can the formal complaints policy be found and what are the key points?</p>	<ul style="list-style-type: none"> At Sampford Peverell C of E Primary School we will listen carefully to parental concerns, develop a plan of action together to find ways to move forward and ensure the actions are completed and review in a timely manner. Families should talk to the child's class teacher if concern. If further support is needed, then the SENDCO can be contacted. The Headteacher will also be available if parents are concerned. 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. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. IEP's will be reviewed with your involvement on a termly cycle. Pupils, staff and parents are expected to listen carefully and respectfully to each other. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. A copy of the school's Complaints Procedure is available on request from the school. 	<p>Arrangements for handling complaints from parents of children with SEND</p>
<p>Where can I get information, advice and support?</p> <p>How does the school signpost families to services that can provide additional support?</p>	<ul style="list-style-type: none"> The SENDCO will be able to support parents further by signposting them to relevant services. There is also a Devon support service, as outlined below: <ul style="list-style-type: none"> The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. DIAS can be accessed via this link: Home - Devon Information Advice and Support 	<p>Contact details of support services for parents of pupils with SEND</p>

Accessing Advice and Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
<p>Where can I find out about other services that might be available for our family and my child?</p> <p>1. <i>How does the school link to the LA local offer and how is this information made available to parents/carers? How has the school contributed to the LA local offer?</i></p> <p>2. <i>Where can the LA local offer be accessed?</i></p>	<p>Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The support provided by Devon Local Authority for children with SEN and disabilities can be found through the link below:</p> <p>Devon's SEND Local Offer - help and support for children with SEND</p>	<p>The school's contribution to the local offer and where the LA's local offer is published</p>

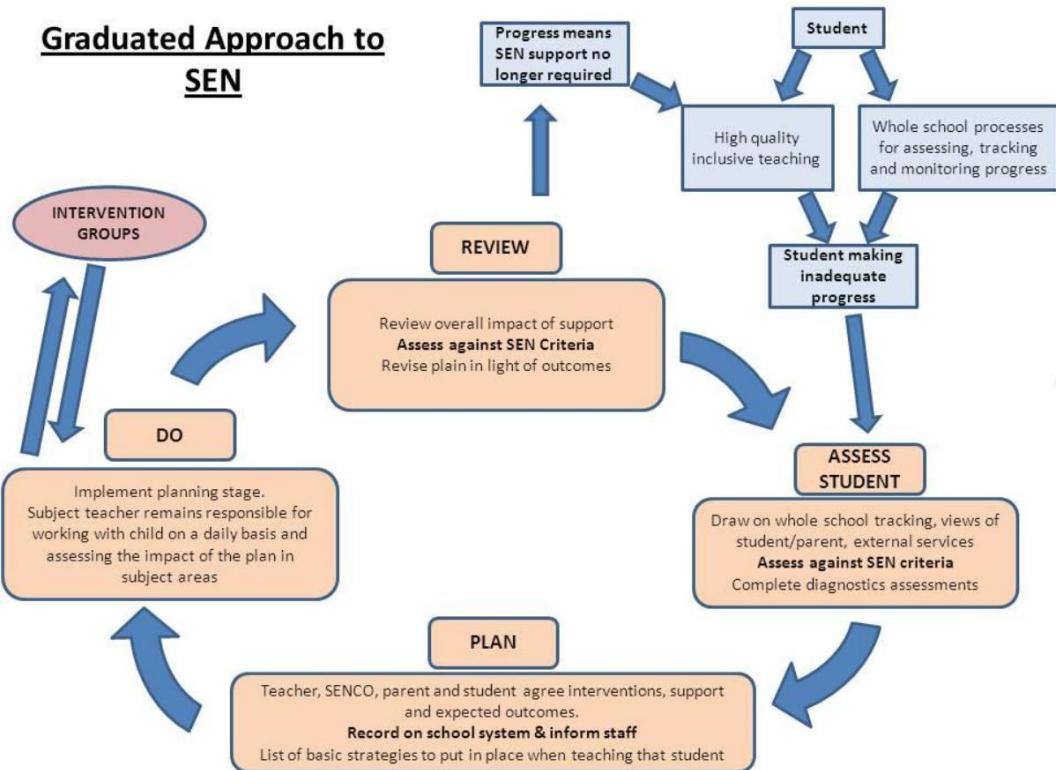
APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS

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
- 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
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)
- HAST – Spelling
- IDL assessment for literacy
- SDQ
- Speech and Language Link
- Early Years Development Journal
- Cherry Garden Branches

APPENDIX 3: GRADUATED APPROACH TO SEN



The Graduated Approach

Assess

- 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

- 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

- 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:

For the purposes of this policy, we have used the following definitions:

1. **Disability**, as defined by the UK Equality Act 2010, is:

“A physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Examples of this may include (but not be limited to):

Physical Disabilities

- Mobility impairments (e.g. using a wheelchair, limb loss)
- Muscular dystrophy
- Cerebral palsy
- Spina bifida
- Arthritis (if it affects daily functioning)
- Chronic back pain (if long-term and substantial)

Neurodevelopmental and Learning Disabilities

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyspraxia
- Dyscalculia
- Global developmental delay
- Intellectual disability (learning disability)

Chronic Medical Conditions (when they impact daily life)

- Diabetes
- Epilepsy
- Asthma (if severe)
- Cancer (automatically covered from diagnosis)
- HIV (automatically covered from diagnosis)
- Multiple sclerosis (automatically covered from diagnosis)
- Crohn's disease or ulcerative colitis
- Chronic fatigue syndrome (ME)
- Fibromyalgia

Mental Health Conditions

- Depression
- Anxiety disorders
- Bipolar disorder
- Obsessive Compulsive Disorder (OCD)
- Post-Traumatic Stress Disorder (PTSD)
- Eating disorders (e.g. anorexia, bulimia)

Sensory Impairments

- Visual impairment (including blindness)
- Hearing impairment (including deafness)
- Sensory processing disorder (often linked to autism)

2) Medical condition, which refers to any disease, illness, or health issue diagnosed by a healthcare professional.

Common examples of this may include (but not be limited to):

- Asthma
- Allergies (including anaphylaxis)
- Eczema
- Gastrointestinal Disorders (e.g., Crohn's disease, coeliac disease)
- Heart Conditions (e.g., congenital heart defects)

APPENDIX 5:

POLICY HISTORY

Version	Summary of Change (VENTRUS)	Review Date	Lead Author
1.0	Annual review	Sept 2020	FB
2.0	6.3 - clarified arrangements for parents to discuss provision for children with SEND	Nov 2021	FB
2.0	Page 4, list of policies: correction to name of policy 'Supporting 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 relevant)	Oct 2022	FB
3.0	9.1 - correction of Policy name 'Equality Policy' (not disability Policy)	Oct 2022	FB
4.0	'differentiated' changed to 'adapted' throughout	Oct 2023	FB
4.0	Minor spelling/grammar changes	Oct 2023	FB
4.0	Sendco/Teacher responsible for writing IEPs (4.2.2)	Oct 2023	FB
5.0	'Autism' replaced by 'Neurodiversity' (aligning with <u>DCFH</u>)	Sept 2024	FB
6.0	Removal of 'Ventrus' - replaced with THSP	Sept 2025	FB
6.0	Definition of 'SEND' broadened to include eligibility criteria		