Special Educational Needs and Disabilities Policy
St David's C of E Primary School

December 2020

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Signed by Chair of Trustees Hugh Whittaker	

CONTENTS

1. CONTEXT 4

1.1 Special Educational Needs and Disability Policy 5

1.2 School Admissions 5

1.3 SEND Information Report 5

2. Aims and Objectives of SEND Policy 6

2.1 Aims 6

2.2 Specific objectives 6

3. Areas of Special Educational Need 7

3.1 Cognition and Learning 7

3.2 Social, Emotional and Mental Health Difficulties 7

3.3 Communication and Interaction needs 8

3.4 Sensory and/or Physical needs 8

4. A Graduated Response to Special Educational Needs and/or Disabilities 8

4.1 Early Concerns 8

4.2 SEND Support 9

4.2.1 Assess 10

4.2.2 Plan 10

4.2.3 Do 10

4.2.4 Review 11

5. Statutory Assessment of Education, Health and Care (EHC) needs 11

6. SEND Funding 11

6.1 Personal Budgets 12

7. Responsible Persons 12

7.1 Ventrus' Executive Leadership Team (ELT) 12

7.2 The Headteacher 13

7.3 The SENDCo 13

7.4 All Teaching and Non-Teaching Staff 13

9. Children with Medical Needs 14

9.1 Accessibility 14

9.2 Children in Care 14

10. Working in partnership with Parents and Carers 14

11. External Support Services 15

12. Transition 15

13. Responding to Complaints 16

14. Training and Resources 16

15. General Data Protection Regulation (GDPR) 2016 16

APPENDIX 1: SCHOOL SEND INFORMATION REPORT (SIR) INSERT 17

APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS 21

APPENDIX 3: GRADUATED APPROACH TO SEN 22

APPENDIX 4: POLICY HISTORY 24

1. CONTEXT

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

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

Governor responsible for SEND:	Mr Will Higbee
Headteacher:	Mrs Francesca Brinicombe
Special Educational Needs Co-ordinator (SENDCo):	Mrs Clare Bedford
SENDCo Qualifications:	NASENDCo (2015) SENDCo is a member of the Senior Leadership Team
Contact details:	cbedford@ventrus.org.uk
Name of LAC teacher:	Mrs Francesca Brinicombe
Contact details:	stdavids@ventrus.org.uk
Other key school policies/plans relevant to the SEND policy (please remove or add as required)	Safeguarding and Child Protection Behaviour and Anti-Bullying Children with Medical Needs 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 St David's C of E Primary School.

Rationale

At St David's 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 St David's C of E Primary School we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Special Educational Needs and Disability (SEND):

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

Special Education Needs and Disability Code of Practice: 0-25 years January 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

1.2 School Admissions

No pupil will be refused admission to St David's C of E Primary School on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

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

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

1.3 SEND Information Report

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

2. Aims and Objectives of SEND Policy

2.1 Aims

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at St David's 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.

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

3.3 Communication and Interaction needs

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

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

Communication and Interaction needs include:

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

3.4 Sensory and/or Physical needs

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

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

Sensory and/or physical needs include:

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

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

4.1 Early Concerns

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

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

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in St David's 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 appropriate differentiated 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 needs 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 by the SENDCo and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At St David's C of E Primary School we call these plans Individual Education Plans (IEPs). In Secondaries plans are provided for pupils with EHCPs.

4.2.3 Do

The class teacher(s) [in secondary schools this must include the pupil's English teacher] remains 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 teacher. 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 secondary schools this must include the pupil's English teacher], in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil.

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

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

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

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

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

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore St David's 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.
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 make 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/supportforschools/finance/additional-educational-needs

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

6.1 Personal Budgets

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

7. Responsible Persons

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

7.1 Ventrus' Executive Leadership Team (ELT)

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

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

treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

7.2 The Headteacher

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

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

7.3 The SENDCo

The SENDCo role involves:

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

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo at least two times a year formally. 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, differentiated 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 St David's C of E Primary School we will always endeavor to ascertain pupil's views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

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

9. Children with Medical Needs

St David's 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 Disability Policy please contact the SENDCo or see St David's C of E Primary School 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

St David's 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:

Babcock SEN Advisory Teams;
- Educational Psychology Services
- Social, Emotional & Mental Health Team
- Communication & Interaction Team
- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team

Children's Social Care
Speech & Language Therapy
CAMHS
Occupational Health
Physiotherapy
School Nurse
Virtual school for Looked after Children
EWO
Educational Psychology Services engaged by Ventrus

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:
http://www.stdavidsprimary.devon.sch.uk/website/complaints_procedure/258200

14. Training and Resources

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

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

15. General Data Protection Regulation (GDPR) 2016

St David's 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 St David's C of E Primary School Privacy Notices on our school website.

APPENDIX 1: SCHOOL SEND INFORMATION REPORT (SIR)

SEND information report - St David's Primary School 2020-2021

What sort of a school is St David's C of E Primary School?

St David's C of E Primary School is a Voluntary Controlled (VC) mainstream primary school which is proud of its inclusivity with Special Educational Needs & Difficulties (SEND) and disabilities. Our most recent OFSTED report in February 2019.
file:///C:/Users/clare.bedford/Downloads/10058340_St_David's_CofE_Primary_School_142559_Final_PDF_(1).pdf

The school has a PAN of 15 for each year group, this means that all teaching is done in mixed age classes. Pupils at the school are aged 4-11. The school feeds from a number of different nurseries and pre-school providers and care is taken to ensure that transition arrangements support the needs of the individual with extra sessions offered to children with SEND.

What type of special educational needs do pupils currently at St David's have?

In 2019-2020 the school successfully included pupils with a wide range of SEND including difficulties with: cognition and learning; communication and interaction; social, emotional and mental health; and sensory or physical needs.

How does the school identify pupils needing additional support?

The staff within the school closely monitors the progress of all children in the school on a regular basis. The school tracks children's progress on the National Curriculum, and uses Boxall Profile to assess social and emotional development.
The Head teacher and SENDCO have a termly meeting with each class teacher and the class teaching assistant in which each child's progress is discussed in detail. Children requiring support and/or intervention are identified and a plan of action drawn up to be discussed with parents, this is known as a ''My Plan''. Some children may need extra help for only a short period of time, whilst some may have longer term difficulties. The progress of children already receiving extra help is checked to ensure they are making good progress and any changes to provision are discussed and agreed.
The school has a close relationship with many other agencies and professionals and in some cases may seek additional advice for children with SEND.
We work closely with a range of outside agencies including:

- Educational Psychology Service
- Advisory Teachers for children with visual or hearing needs
- Advisory Teachers for dyslexia
- DIAS
- SALT (Speech and Language Therapy)
- Communication and Interaction Team
- Social and Emotional Team
- Family Support Practitioners

Health Provision delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Pediatricians

Help will only be requested from outside agencies after consultation with parents/carers.

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

Teachers are available at the beginning and end of the school day to talk to parents about any concerns. A separate time can be arranged to have a longer discussion if necessary. The Head teacher and SENDCO can be contacted by e mail stdavids@ventrus.org.uk or by phone (01392 255569) and are happy to meet with parents to discuss any concerns and agree the best way forward.
Currently due to COVID-19 regulations discussions are taking place via the telephone.

How will I know about support planned for my child?

At termly parents' evenings, teachers discuss progress with parents and agree plans for extra support. The Head teacher and SENDCO also attend the parents' evenings and meets with parents as necessary.
Some children will have a more detailed Individual Education Plan (IEP) agreed with parents and other professionals in Team around the Family meetings (TAF meetings). The IEP will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.
Children with an Education, Health and Care plan (EHCP) have an Annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children.
At times of transition to other schools additional meetings and support plans are put into place for children and their families.
In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.

What sort of extra support might my child have?

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. It provides a wide range of additional support to enable children to achieve this. The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable.
The school uses Boxall Profile to support additional social and emotional needs as well as running Early Help Assessments to support the wider family.

How will I know if my child is doing well?

In addition to parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated quickly and problems discussed at an early stage. The children and their parents are seen as key players in ensuring successful supporting children with SEND and regular contact is seen as important.
Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.

How will my child be included in school activities?

All children with SEND are taught within a mainstream class and are involved in all aspects of school life; this includes: class assemblies, outings, residential trips and after school clubs. Children with SEND play a full and active part in school life.

Who supports children with SEN and disabilities at St David's?

All staff at St David's support children with SEND but the following may be particularly involved in supporting your child;

Special Educational Needs Co-ordinator (SENDCO): Clare Bedford
Governor with responsibility for SEND: Will Higbee
Educational psychologist: Joanna Currie
Advisory teacher behaviour: Alice Bethan
Speech and Language therapist: Alison Whiting

The Head teacher at St David's has a degree in Psychology and has many years of experience in working with children with SEND in a variety of settings.
The SENDCO at St David's has a degree in Early Years, gained the SENDCO National Award for SEN, is a qualified Thrive practitioner and has experience of working with children with SEND children with a variety of needs.
Staff at St David's are skilled in meeting the needs of a wide range of SEND and receive regular training to extend and update their knowledge.

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

St David's is a small urban school which is safe and secure. It is wheelchair accessible and has fully accessible toilet and changing facilities. Most of our classrooms are adapted to meet the needs of children with hearing impairments and all environments are regularly checked and adapted to meet the needs of children with visual impairments and mobility difficulties. The school also has UV filters on all of the windows. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school has a range of ICT to support learning.

How are parents involved in the school?

At St David's we regularly invite parents and carers to join us in a range of events including assemblies, celebrations and special events. We are keen to develop our PTFA and welcome parental involvement. We are keen to explore parental skills and talents so that we can work well as a team to support and develop the whole school community.

How can I get more information about SEN in Exeter and Devon?

Devon Information Advice and Support (DIAS) http://www.devonias.org.uk/ provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school. The support provided by Devon Local Authority for children with SEN and disabilities can be found in at https://new.devon.gov.uk/educationandfamilies/. Teachers and the SENDCo can direct parents to other organisations and services that can provide additional support for SEND.

What should I do if I am worried or unhappy about the support my child is receiving in school ?

Parents are encouraged to talk to the teacher or the SENDCo in the first instance. If a parent still feels concerned, the Governor responsible for SEND (Will Higbee) can be contacted via the school's email address stdavids@ventrus.org.uk**.** DIAS (see details above) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.

Also available on school website:

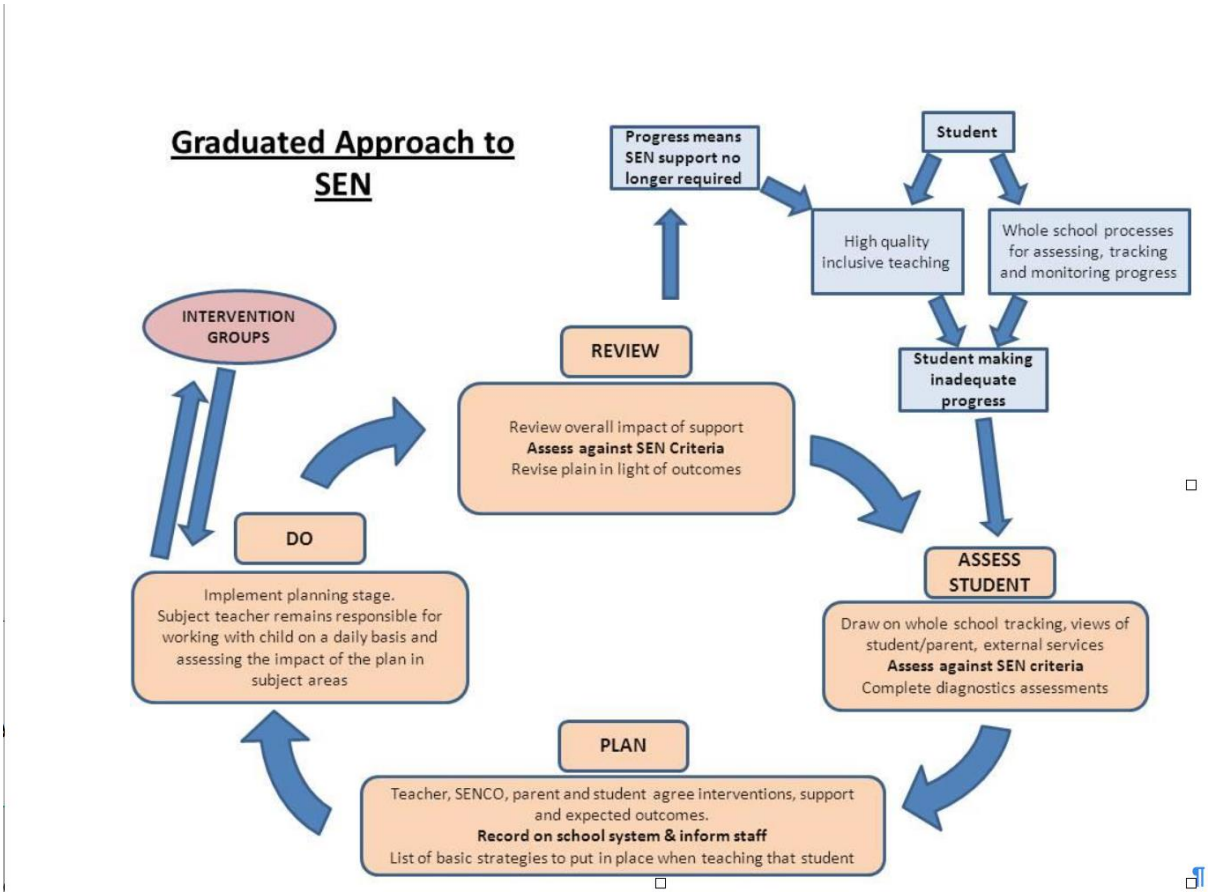
http://www.stdavidsprimary.devon.sch.uk/website/sen/72997

APPENDIX 2: DETAILS OF ASSESSMENT TOOLS AND MATERIALS

Details of assessment tools and materials used in St David's C of E Primary School. These may include the following:

- Foundation Stage Profile
- SATs and Optional SATs results
- Year 1 phonics Screening Check
- Salford Sentence Reading Test
- WIAT reading assessment
- Phonic check-lists
- High Frequency word check-lists (reading and spelling)
- Sandwell Maths assessment
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- Boxall Profile scores and plans
- Emotional Literacy Support Assistant, (ELSA) 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)
- Dyslexia assessments as given from the Dyslexia Assessment Team

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: POLICY HISTORY

Version	Summary of Change	Review Date	Lead Author/s
1.0	Annual review	Sept 2020	FB