

Haytor View Community Primary School & Nursery SEND Information Report September 2025



*Learning together - enjoying success - aiming high - celebrating difference –
enriching community*

Overview of the school

Number of pupils and Element 3 Funding received	
Total number of pupils on roll	221
Number of pupils identified as SEN	98
Number of pupils benefitting from Element 3 top up funding	9
Total amount of Element 3 funding received	£76,286 received financial year 2024 - 2025

Key Information	
Type of Setting	Mainstream
Name of SENCO	Abi Shopland

Student Inclusion Statement
<p>At Haytor View an ethos of respect and inclusion is cultivated which promotes the learning and development of each child. We are committed to providing high quality education for all our children. We believe a rich, challenging and stimulating curriculum should be available to all children.</p> <p>We aim to:</p> <ul style="list-style-type: none"> • Recognise that all children are entitled to access opportunities which challenge and stimulate them; • Foster a love of learning for all children; • Work in partnership with parents and supportive agencies; • Develop and maintain an inclusive approach to education. <p>We believe that all pupils are entitled to opportunities that foster and extend learning and enable them to:</p> <ul style="list-style-type: none"> • maximise their potential in a variety of safe, enabling environments and settings; • Achieve increasing success, personal fulfilment and improved outcomes; • Develop enlightened relationships with peers and adults valuing their own and others' achievements working independently and collaboratively; • Develop responsibility and independence as a learner; • Become confident life-long learners fostering a love, passion and enjoyment for learning; • Use their abilities to contribute to the whole school and wider community.

Introduction

At different times in their school career, a child or young person may have a special educational need. The special educational needs Code of Practice defines special education needs as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities or a kind generally provided for others of the same age in mainstream schools or post-16 institutions."

If a learner is identified as having SEN, we will make provision that is 'additional to or different from' the differentiated curriculum, delivered as wave one provision, intended to overcome the barrier to their learning.

Categories of SEN include:

- Cognition and Learning (SpLD, MLD, SLD & PMLD)
- Social, mental and emotional health
- Communication and Interaction (SLCN & ASD)
- Sensory and/or Physical (VI, HI, MSI & PD)

Learners may 'fall behind' their peers for a variety of reasons that are not necessarily a special education need. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn, they may not speak English very well or at all, they may be worried about different things that distract them from their learning such as experiencing challenges within the home environment or significant attachments with individuals.

We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

How are Children with SEN Identified?

At Haytor View Community Primary School the needs of each cohort is considered as part of the Provision Mapping for the class, this informs the teaching opportunities and support provided for individual and groups of children. This may entail:

1. Differentiation of work and resources
2. Providing reinforcement of previous learning
3. Allowing further opportunities to develop basic concepts and new vocabulary
4. Providing additional pre and post teaching opportunities
5. Providing additional small group work, or in some occasions individual support

On-going assessments and pupil tracking ensures teachers understand the needs of individual pupils, they observe the children continuously in the provision, benchmarking them against age related expectations both academically and developmentally. If it is felt that the needs a child are not being sufficiently met through the Provision Mapping, there is further consideration as to their specific needs. On occasion we may receive an external report from another agency such as health, which informs consideration of the child. Teachers may speak with the Phase Leader in further consideration of the child or engage the SENDCO, as they seek to develop tailored provision for the child. It is likely that this will engage other professionals as part of a consultative approach, in identifying and addressing the child's specific needs.

We support children with a wide range of needs across the school, some of these needs maybe pre-existing whilst others maybe emerging, we work in partnership with families to consider the individual needs of the children and what provision is best going to support them. We also work with professionals such as health and education, in order to support full consideration of the child.

Our SEN profile for 2024 - 25 shows that currently 44% of children attending Haytor View (98 pupils) are identified as having SEN, and that 10% of these have an Education, Health and Care Plan (EHCP):

1. 0 % have are identified as having a Specific Learning Difficulty
2. 19 % are identified as having a Moderate Learning Difficulty
3. 0 % are identified as having a Severe Learning Difficulty
4. 0 % are identified as having a Profound and Multiple Learning Difficulty
5. 50 % are identified as having a Speech, Language and Communication Need
6. 20 % are identified as having a Vision Impairment
7. 3 % are identified as having a Hearing Impairment
8. 0 % are identified as having a Multi-Sensory Impairment
9. 2 % are identified as having a Physical Disability
10. 6 % are identified as having an Other Difficulty/Disability
11. 27 % are identified as having a Social, Emotional and Mental Health
12. 10 % are identified as having an Autistic Spectrum Disorder

How do we Support Children & Track Progress?

Children with an identification of special educational needs will be listed on the class Provision Map which will identify their specific needs and how these are being met within the classroom provision. Each year we highlight the development of Wave 1 provision to ensure that all children are receiving quality first teaching from their class teacher, in line with the individual needs of the cohort. We keep our Wave 1 teacher under constant review, looking at the changing needs of the school and individual cohorts of children, we lead training in order to further develop our quality first teaching, in order to support all children in accessing high quality teaching. We also look to any additional training needs, including support for children with needs which the school are unfamiliar with.

We implement our data analysis and target setting processes across the school, this sees each teacher reviewing pupil progress on a half termly basis, reflecting on what has worked for all children and then specifically for vulnerable children. This rigorous review process enables teachers to systematically reflect upon the provision within their classroom and ensure that the targets previously set are achieved and that new targets can be set to ensure continued progress throughout the school year. Discussions take place with phase leaders who are then able to oversee the next steps to ensure that progress is made by all.

Some children will need to have their needs considered beyond the Provision Map for the classroom provision and the Wave 1 teaching, this is reflected in our graduated approach. Through teacher planning we tailor the Wave 2 provision for individual cohorts and at Wave 3 provision we implement Individual provision, where children have their needs individually considered and targeted through tailored 1:1 support. These children will have an Individual Education Plan or a Relational Plan which will be reviewed with parent involvement, children contribute their voice in the development of the plan. The Individual Plan will include both long term (end of key stage) and short-term (6 monthly) targets as well as any parental support required and a log of engagement from external agencies. When the Individual Plan is reviewed, comments are made against each target to show what progress the child has made in line with our review decision pathway. Short-term targets are designed to be achievable within a period of 14 weeks, with new targets being set during these review meetings. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

Additional to data review, we monitor the children's well-being and development in the setting, this includes consideration of any pastoral, well-being or behavioral needs. We use Relational Care Plans to support consideration of the child, identifying what is causing challenge for the child and identifying the key considerations for adults in support of the child. The purpose of the plan is to support the successful inclusion of the child and reduce the risk of exclusion. On occasion, there may be the need to develop an individual Risk Assessment for a child, in order to ensure their safety and the safety of other children and adults.

Children with medical needs are support within the school's Health Care Plan and review process. We work with parents and professionals to support all individuals with medical needs, this includes provision for personal care or administration of medicines,

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Reviews are coordinated early where there are concerns over the progress or emerging needs of the child. The child's Class Teacher and SENDCo is engaged in the preparation of the meeting, reviewing progress across the year, provision implemented and ongoing need. Parents are engaged in consideration of progress and next steps.

Phase Leaders will work with Class Teachers to check that each child is making good progress within any individual work and in any group that they take part in. Pupils who are not making expected progress are identified through half termly pupil progress meetings with Class Teachers and Phase Leaders, reflective discussion and evaluation of individual pupils supports the thinking of practitioners. Phase Leaders involve the Senior Leadership Team and SENDCo in following up outcomes from pupil progress reviews concerning why individual children are experiencing difficulty and what further support can be given to aid their progression including adjustments to provision.

Class Teachers, Phase Leaders, SENDCo and Senior Leaders keep the needs of each cohort under review, they review the allocation of resources and support, identifying any additional resourcing needs such as: specialist advice (educational psychology, SMEH, advisory services); the implementation of pre and post teaching; precision teaching; Boxall Profiling; allocation of Learning Partners; speech and language provision; Progression Partner support; tailoring of Wave 1 provision to support increased accessibility.

Equal Opportunities

All children at Haytor View Community Primary School have the opportunity to be included in all activities both within and outside of the school day. Some children may require support to undertake a particular activity, this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary.

All learners have the same opportunity to access extra-curricular activities and school activities including after school clubs and residential visits. Access to after school clubs is provided as a right and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity. We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

All children have the same access to opportunity at Haytor View, they are supported in contributing to all aspects of school life. Where necessary, support is tailored to enable individuals to make the most of opportunities on offer, this includes taking on individual responsibility such as librarian, School Council or Play Leader.

We are mindful of where the school's arrangements may present additional challenge for children, such as transitions. We work with the child, class teacher and Learning Partners to support individuals in successfully navigating the day. We engage Parents/Carers in consideration of Time to Think at the start of the school day and end of day handover, to support what can be a difficult transitional time for children and parents.

Class teachers and Phase Leaders are at the forefront of supporting the SEN provision for each phase, according to individual need, they are supported in this aim through:

- Engagement of parents
- Discussion with the SENDCo
- Consultation with Educational Psychologists
- Engagement of other professionals/specialised services.

It is the school's aim to work in partnership with parents, in order to effectively meet the needs of each child.

The Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

This definition of disability in the Equality Act includes children with long term health conditions. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by other SEN and disability legislation.

The school is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet. The school produces an annual Accessibility Plan to ensure that this provision is regularly monitored and planned for and the school undertakes an annual accessibility audit identifying any areas for development.

Admission Arrangements

Haytor View Community Primary School provides for all pupils with a wide range of needs, the arrangements for the majority of pupils with SEN are consistent with the school's general arrangements for all other pupils.

We seek to ensure any transition for a child with SEND follows the following path:

1. Liaison with the existing setting, practitioners;
2. Liaison with any other professionals;
3. Clarification of any specific points or needs;
4. Agreed starting date for the child;
5. Parent visit to the new setting;
6. Transition plan drawn up between current school, parent and Haytor View;
7. Child commences transition programme;

(i) Pupils with EHCPs

Pupils with Education Health Care Plans are placed in the school at the request of the Local Authority. When seeking to place such a pupil in the school the Local Authority must take into consideration the ability of the school to meet the child's specific needs; the provision of efficient education for other children in the class/school and the most efficient use of resources. The school is asked to consider whether or not it can meet the child's needs and this decision is given to the Local Authority, who has the final say when placing the child.

(ii) Pupils Without EHCP

Many children will have specific needs, but do not have an EHCP. Many have short-term and long-term medical needs; have different learning styles which can be accommodated without additional support or alternative provision; have support from outside agencies for learning difficulties or social/emotional difficulties etc. These pupils are all included in the provision mapping for the class, their needs are met by the Class Teacher and Phase Leader, in conjunction with the SENDCo where required.

Transition Arrangements

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

On entry to school:

There is a thorough induction programme in place for children at each stage of their school journey, which engages parents in this important transition. Children are invited in for taster sessions. An individualised induction programme is implemented to reflect individual circumstances and needs, the focus is on the well-being of the child ensuring they feel safe through the familiarity of the experiences they have been provided.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Individual Education Plans will be reviewed at the end of the year, new plans developed and shared with the new teacher.

Children will have opportunities to meet their class teacher and undertake a 'transition morning' to work within their new class in the Summer Term prior to transition. Some children require a tailored approach to transition, this will see them having a number of experiences which will support them in being 'school ready' when moving onto their new class.

Alongside children's transition opportunities, parents/carers are also invited into school to meet their child's new class teacher and any other school adults that will be supporting the child. This provides an opportunity to receive any information regarding their next year at school and to ask any questions that parents/carers may have. These sessions also provide the opportunity to arrange 1:1 meetings with the child's new class teacher should there be anything specific that they would like to discuss.

As well as Children/Parents developing relationships with the adults they are going to be working with, the Practitioners work together to ensure there is a continuity of support and detailed knowledge regarding each child. This includes the handing over of individual plans, pupil passports, professional reports and any other information which will underpin successful transition.

In Year 6:

- Parents/Carers are encouraged to visit their child's prospective school/s when considering their application for a Secondary Place, in order that they have an awareness of the provision on offer;
- The Year 6 staff will meet with the Secondary School representatives to discuss the specific needs of your child and what provision needs to be made. Where appropriate the SENDCo may contribute to consideration regarding transition.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- When children are preparing to leave us, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. Science days, as well as the more formal 'transition day' at the end of the Summer Term.
- At our main 'feeder' Secondary Schools, they facilitate additional opportunities specifically targeted at the more vulnerable pupils.

Support for: Behaviour, Reducing Risk of Exclusion and Increasing Attendance through use of Relational Approaches

The school supports children and families through clear Pupil Discipline and Attendance Policies, with a focus on positive strategies, rewards and incentives. We have a relational approach in our school, which reflects the individual needs of children and families, there is scope within the application of each of the school policies to reflect personalised need.

Attendance:

- The class with the highest weekly attendance are rewarded in whole school assemblies.
- 100% attendance certificates are awarded to pupils who have managed 100% attendance over the course of a term.
- 100% attendance badges are awarded to pupils who have managed 100% attendance over the course of a year.
- School Leaders are present on the playgrounds at the start of the day to monitor punctuality/ attendance.
- Children are supported in developing a good ethic regarding the link between educational opportunity and good attendance.

Where attendance is becoming a concern:

- Parents are encouraged to discuss attendance issues with the class teacher.
- Attendance consultations take place between the child and the head teacher or relevant staff member.
- Support is requested from the local authority attendance team when necessary.
- Consideration is given to the Early Help Process.

Supporting Behaviour through Relational Approaches ; Risk of Exclusion

- Personalised class rewards are developed between class teachers and pupils to ensure that these are positive strategies that support all individuals within the setting. These reward strategies are regularly adapted to meet the needs of individual children.
- Individual Relational (Behaviour) Care Plans are developed by class teachers to support the provision in place for specific children. These plans outline positive strategies of support, triggers that can lead to the child becoming dysregulated or disruptive, strategies that do not support the child and emergency procedures should these be necessary.
- Information is gathered from outside professionals such as GPs, Pediatricians or Educational Psychologists to ensure that we are best meeting a child's needs at any time. We then seek to work with these professionals, as well as parents and children, to ensure that support plans can be put in place that are reflective of your child's current needs.
- These plans are reviewed in a timely matter (specific to each individual) and class teachers will share and discuss any amendments with Parents/Carers.
- Where necessary meetings are held with the relevant professionals and Local Authority Officer where a child has been identified as being at Risk of Exclusion, in order to consider appropriate provision and support to minimize exclusion risk.

Emotional Well-Being

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. Our school provision is firmly based on relational approaches.

All staff within our school are committed to providing quality Wave 1 provision which reflects the 'THRIVE' values. This sees teachers considering the emotional well-being of children in all learning opportunities, as well as delivering SEAL and R-Time sessions where social and emotional learning is the primary focus.

Continued Professional Development opportunities are provided for all staff to develop understanding of children's emotional well-being. As a school, we work closely with advisory teachers to best develop practice. An example of this is staff training on relational approaches to learning and development.

Across all learning opportunities, school adults model a 'growth mindset' highlighting and valuing learning that takes place and mistakes that are made. Time is dedicated to learning about how our brain can grow and develop, even looking into the neuroscience! Our learning ethos encourages all children to identify mistakes, edit them and feel proud of learning they have achieved.

Emphasis is placed on children understanding their individual needs and valuing difference. This has supported children in working collaboratively to support each other as well as ensuring that children are comfortable with differentiation within their class.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health practitioners and Children's Services, and/or the Behaviour Support Team.

We have an Early Help Team within our Senior Leadership Team, who can offer support to vulnerable children and families, and provide an essential link with other agencies, this is part of our targeted provision and priority is given to children who are on a plan being led by a Social Worker.

Keeping Parents Informed

At Haytor View Community Primary School we pride ourselves on building positive relationships with parents/carers. We are open and transparent with parents and invite them to make an appointment with their child's class teacher or the Phase Leader if they have concerns or questions.

Parents are asked to complete a questionnaire termly, responding on various issues including provision, communication and pupil progress.

In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should follow this up with the school's SENDCo.

We support and involve parents in their child's learning both formally and informally. This includes:

- Open door policy which provides you with the opportunity for discussions with your child's teacher.
- Parent Consultation meetings
- Annual Report
- Review of Progress for children in individualised plans
- Review of progress for children with an EHC Plan
- Arranged meetings with Class Teacher Phase Leader, SENDCo and/or external professionals, to discuss your child's progress and identify next steps together
- Standard Assessment Tests (SATs) at the end of Key Stage 2
- Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making
- Additional appointments can be made with your child's class teacher, Phase Leader, SENDCo by contacting the school office.
- Daily Time to Think sessions to share in your child's learning
- Regular opportunities to view your child's learning and provide positive feedback for your child to read.

Your child's teacher will be able to provide the following information:

- Different ways in which you can support your child at home, both with homework and with individual areas of need.
- How to support your child's reading.
- The next step targets your child is working on.
- A copy of your child's individual education plan.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have.

What should I do if I have concerns about my child?

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher or Phase Leader initially. It might be considered appropriate to engage the SENDCo in further discussion, alternatively a school-based practitioner or external professional who might have specific skills/knowledge. The school operates an open-door policy where you are welcome to speak to your child's class teacher or Phase Leader at any time.

The SENDCo will be able to signpost you to specific services who can offer support, there are also links on the school website.

The school has two lead governors who can be contacted via the Clerk to the Governing Board c/o the school.

A copy of the school's complaints policy is available on the school website.

What training have staff had to support pupils with Special Educational Needs?

All staff have access to ongoing training to support their own professional development. The school provides training and support to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The school is currently engaging with the Partnership for Inclusion of Neurodivergence (PINs) to access up to date CPD for all staff within the setting.

The SENDCo has undertaken the National Award for SEN Co-ordination and regularly meets with the Educational Psychologist to ensure she is up to date with changes in SEND.

All staff have engaged in training from the Autism Education Trust – Level 1 in Good Autism Practice as well as specific Neurodiversity support in Language and Behaviour, ADHD and Demand Avoidance through the PINs Project.

The SENCo and Headteacher engage in a Termly SEN Review meeting with external professionals across Devon to rigorously review provisions in place, staff training and whole school approaches to inclusion.

Each phase has taken part in extensive provision mapping, to identify what will be provided for children under the graduated approach (detailed under wave 1, 2 and 3 provision below). These provision maps are reviewed on a regular basis at both phase and whole school meetings to ensure that practice is adapting and evolving to best support the needs of all children. Teachers and Phase Leaders engage in the development of Individual Education Plans, for Wave 2 and 3 provision.

How Will Staff Support Children with Special Educational Needs

Every teacher is expected to adapt the curriculum to ensure access to learning for all children in the class. The Teachers' Standards 2021 detail the expectations on all teachers, this expectation includes:

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning strategies, visual timetables, writing frames, peer buddy systems, I-Pads, lap tops, social stories or some alternative recording devices.
- Putting into place specific strategies (which may be suggested by the SENDCo or other outside specialists) to support your child to learn, such as adapted materials/physical aids, e.g. sloped writing desks, coloured overlays, foot stools, move n sit cushions.
- Carefully planned pupil groups to enable specialist teaching.
- Using positive behaviour rewards systems.
- Deploying additional adults/Teaching Assistants to support children with additional needs within the class.

At Haytor View Community Primary School we aim to ensure that all children, make the best possible progress in school. In order to meet the needs of all pupils the allocation of provision follows a graduated approach as follows:

1. Wave 1
2. Wave 2
3. Wave 3

A child may move between the levels of support, depending on their individual need and the success they have as a result of the support put in place. It is the aim that children receiving specified support, move towards the Wave 1 Quality First Teaching/Monitoring element of provision.

Wave 1

Quality first teaching underpins the provision for each child, it is expected the majority of needs can be met through this first wave, as the provision mapping exercise ensures that all children's needs are identified and planned for. The class teacher provides high quality education on a daily basis for all children, which includes adapting and differentiating the curriculum to meet the needs of all pupils, they draw on a range of resources including both practical and physical (this can take the form of individual teachers or learning partners).

Wave 2

If a child's needs relate to a more specific area of learning or development, a time limited intervention will be put in place to further support the child's learning and their progress will be closely monitored by the class teacher, Phase Leader, SEND Lead Practitioner and SENDCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a learning partner. The length of time the intervention is run for varies according to need, but will be monitored regularly. Interventions will be reviewed regularly to establish the effectiveness of the provision and to inform future planning. If it is felt that there will be an ongoing need to provide intervention for your child, an Individual Education Plan might be developed for your child, in order that there is a holistic plan in place for your child's learning and development.

Wave 3

For children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups, an Individual Education Plan will be developed in order to identify their needs, vulnerability and resulting support required. In partnership with the parents/carers individual targets will be identified and additional support will be put in place to help towards achieving the targets set. The school might seek further advice from other professionals, these specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress.

- You will be asked to discuss your child's progress and needs to plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school.

How are the schools resources allocated for pupils with SEND?

The school has an annual budget from the local authority, the governors decide as part of their budget planning the amount of money allocated for SEND provision. We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. The SEND budget is used to support the funding of Learning Partners, along with maintaining Wave 1 quality first teaching, in order to meet children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

Some money is allocated towards implementing the provision mapping for each phase based on group and individual need, this will include: specific resources, engagement of specialist support, funding review meetings, SENDCo time, specific interventions, providing additional services not available in school, staff training, securing quality Wave 1 first teaching. Staff deployment is considered at this stage.

Phase organisation is reviewed each year to consider the needs of individual children. This can see re-organisation of staff to ensure specialist skills are utilised to meet children's needs as well as potential re-organisation of classes within phases.

The organisation of staff has been developed within phases to reduce the levels of supply teachers required. This is to ensure that children and parents experience familiarity and are able to develop relationships with school adults. High level support staff are utilised to ensure high quality teaching is delivered at all times, by trusted adults who will have an awareness of your child's needs and a commitment to our inclusive school ethos.

Additional support and allocation of resources are reviewed regularly, evaluating the impact for individual children. Changes may be made to resources so that the needs of children are met and resources are deployed as effectively as possible. Exceptional Needs Funding (E3) may be applied for in order to support the needs of individual pupils with an EHC Plan

When deciding the nature of support a child receives, the needs of the individual pupil are assessed and planned for, taking into account any other professional recommendations. The type of support is then allocated, this is constantly reviewed in order to identify when and where changes in support may be needed, along with impact.

Working with Other Agencies

As a school we engage with any services which are appropriate to the needs of individual children, often this includes being signposted to private providers. The Services we routinely engage with are:

- Educational Psychology Service
- Communications Interaction Difficulty Team
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- SEMH Support Team
- Education Welfare Officer
- Child and Adolescent Mental Health Support Team
- Educational Mental Health Practitioners
- Youth Intervention Team
- Audiology Team and Teacher of the Deaf
- Speech and Language Therapy (SALT)
- School Nursing Team
- Occupational Health
- Physiotherapy
- John Parkes Unit
- Specialist Autism Assessment Team
- Medical professionals such as paediatricians and ophthalmologists
- Creative Intervention providers

We also engage with any other services/agencies which we are directed to or made aware of, as a result of initial consultation with other professionals.

Who Parents can Contact

- Child's Class Teacher – who will best understand your child and their individual needs;
- Child's Phase Leader who has day to day responsibility for implementing SEND provision for each child in their phase;
- SENDCo – Miss Shopland who works with Phase Leaders and Class Teachers to co-ordinate provision
- Devon Information Advice and Support for SEND 01392 383080 devonias@devon.gov.uk
- Parents can also review the Local Authority Offer – the link is on the school's website

Linked Policies

- SEND
- Complaints
- Equality

Linked Documents

- Timeline for EHC Needs Assessment and EHCP Application (September 2020)
- Graduated Response to Meeting the needs of children and families
- Statement on the Implementation of Process of Assessment for Autism as detailed by: Children and Family Health Devon Autism Assessment Service
- Statement on the Implementation of Reasonable Adjustments in accordance with the 'Technical Guidance for Schools in England' (which applies to the provisions in the Equality Act 2010)
- Defining Wave 1 Provision Core Offer for Children Statement
- Defining Wave 1 Provision Core Offer Statement for Parents/Carers

GLOSSARY

- SEND: Special Educational Needs and Disabilities
- SpLD: Specific Learning Difficulty (i.e. dyslexia)
- MLD: Moderate Learning Difficulty.
- SLD: Severe Learning Difficulty.
- PMLD: Profound and Multiple Learning Difficulty
- SLCN: Speech, Language and Communication.
- ASD: Autistic Spectrum Disorder.
- VI: Visual Impairment.
- HI: Hearing impairment.
- MSI: Multi-Sensory Impairment
- PD: Physical Difficulty.
- EHCP: Education, Health and Care Plan
- SENDCo: Special Educational Needs Co-ordinator
- LA: Local Authority