



Teignmouth Primary School SEND Information Report 2023-2024

(Part of the Devon Local Offer for Learners with SEND)

Scope

Teignmouth Primary School is a mainstream (2-11) Primary School. The named SENDCo is Katy-Anne Pritchard.

Context

This policy pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEND:

Maggie York

Executive Headteacher:

Annabelle Thomas

Head of School:

Luke Marchant

SENDCo Qualifications:

SENCO is a member of the SLT and holds the National Award for Special Educational Needs Coordination.

SENDCo:

Katy-Anne Pritchard

Contact Details:

Katy-Anne.Pritchard@teignmouthschool.co.uk

This policy will be reviewed annually

Reviewed: September 2023

Governor reviewed: Maggie York

Philosophy

Here at Teignmouth Primary School, we want our children to be happy, safe and enjoy coming to school. We want them to develop into well rounded individuals who can reach their potential in the wider world and make a positive difference to regardless of their specific needs. We aim to capture the imagination of young minds and create a safe and familiar environment which has a nurture-based ethos at its core. In order to facilitate progress, many steps are taken to support children through their learning journeys. We are an inclusive setting that considers the holistic needs of pupils when making decisions regarding provision. Outstanding teaching and learning practice in classes alongside our wide range of purposeful, impactful and personalised interventions offers a strong provision to all pupils. We work closely with parents/carers to ensure that pupils achieve the best possible outcomes and build a true love for learning.

The Needs of our Pupils

We have students in the school with a wide variety of SEN. These fall into four main categories (SEND Code of Practice 2014 pg86):

- **Communication and Interaction**
 - SLCN – Speech, Language and Communication Needs
 - ASD – Aspergers and Autism Spectrum Disorder
- **Cognition and Learning**
 - MLD – Moderate Learning Difficulties
 - SLD – Severe Learning Difficulties
 - SpLD – Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health Difficulties**
 - ADD, ADHD or Attachment Disorder.
 - Includes: children experiencing a wide range of social and emotional difficulties. Behaviours presented: withdrawal, isolation, challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as: anxiety, depression, self-harming, substance misuse or eating disorders.

- **Physical or Sensory Needs**
 - Visual Impairment
 - Hearing Impairment
 - MSI – Multi-Sensory Impairment
 - PD – Physical Disability

Identification and Assessment of Special Educational Needs

At different times throughout a young person's school career, they may experience difficulties. When we are assessing any possible SEND, we will consider the needs and aspirations of the young person as a whole.

The following definition of Special Educational Needs is provided in the Special Educational Needs and Disability Code of Practice 0-25 (2014):

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

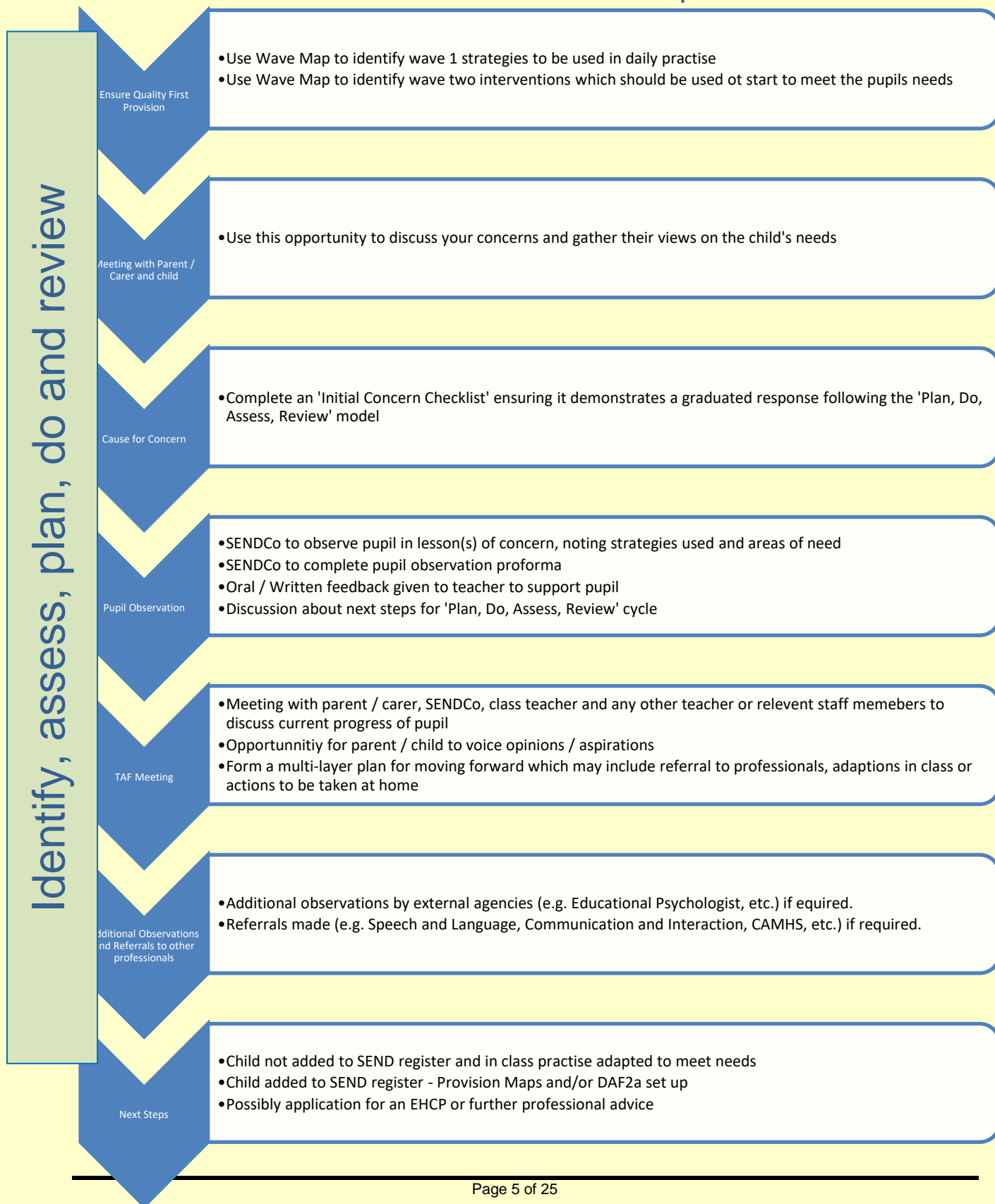
Our school is committed to early identification of special educational needs and adopts a response in line with the code of practice 2014. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENDCo in order to ensure that specific in-class learning strategies and appropriate support programs are put in place, to ensure students have a tailor-made timetable and a curriculum designed to enable maximum achievement and progress.

Teignmouth Primary School will identify students as having SEN through a variety of ways:

- Class teachers, supported by the middle and senior leadership team, will make regular assessments of progress for all pupils
- Using data to highlight pupils who are: making significantly slower progress than that of their peers starting at a similar baseline; fail to match their previous rate of progress; fails to close the attainment gap between their peers; or the attainment gap becomes wider
- If staff have a concern about a student in their class, they will contact the SENDCo who will record the concern raised and investigate further

- If appropriate, advice will be sought from the Educational Psychologist and other outside agencies
- Parent concerns will be recorded, investigated and staff will report back to parents regarding the findings
- Meetings with parents, staff and outside agencies
- Concerns from the child/young person themselves

SEND Provision – Graduated Response



Role in supporting students with SEND:

The Role of the Board of Governors

The Board of Governors has:

- appointed a qualified teacher to be responsible for coordinating the Special Educational Needs Provision: SENDCo;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report to parents on the effectiveness of the school's SEND policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of the SEND policy;
- responsibility for ensuring funding is in place to support the SEN of students at the school;
- responsibility for reviewing the SEND policy and SEND Information Report regularly (at least yearly);
- nominated a link Governor to visit the school regularly, to liaise with the Executive Headteacher or Head of school and the SENDCo and to report back to the Board;
- responsibility for the effective implementation, monitoring and evaluation of the SEND policy and SEND Information Report.

The Role of the Link Governor

The nominated Governor will:

- work closely with the Executive Head Teacher, Head of School and the SENDCo;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Board every term;
- annually report to the Board on the success and development of this policy.

Wave Map

This document aims to support all staff and parents/carers in understanding the 'Waves' of teaching provision available to all our pupils within our setting. These are described as follows:

Wave 1:

The Wave 1 Provision is what is on offer to **ALL** children within the mainstream class and is delivered by all class teachers. It is closely monitored and supported by Senior Leaders. It includes a wide range of strategies to differentiate and personalize learning in all core areas.

Wave 2:

The Wave 2 Provision is **targeted small group interventions** for pupils who are identified through Target Tracker Data, pupil's GAP analysis or as a graduated response if Wave 1 strategies have been ineffective at supporting the pupil. Wave 2 Provision is designed for groups of children for whom a well-structured short-term programme is all that is needed to enable them to make accelerated progress in order to catch up with their peers.

Wave 3:

The Wave 3 provision is for children where Wave 1 and Wave 2 provision are solely not enough to help children make the accelerated progress in order to help them catch up with their peers. It may need to be **a more intensive programme, involving more individual support or specialist expertise from internal and external agencies.**

Area of Need	Wave 1 Quality First Inclusive Teaching	Wave 2 Short Term Interventions (Class Wave Maps)	Wave 3 Long Term Support, Personalised Provision and other Agencies (DAF/EHCP)
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • RWI Setting • Whole Class Guided Reading • RWInc Guided Reading • Carpet/Tables Spaces • Peer Support / pairings • Targeted Questioning • Visual Timetables • Teacher/TA Guided Groups • Focus on 'Growth Mindset' • Shared Success Criteria • Resources (Sound/Word Mats) • Physical manipulatives • Visual representations • Individual Target Cards • Responding to Marking • Working Walls • Early Morning Work • Accelerated Reader • Book bands • Library time • Varied, personalised and frequent feedback • 7 second thinking time 	<ul style="list-style-type: none"> • Reading Interventions • Writing Interventions • Numeracy Interventions • Handwriting Interventions • RWI 1:1 Interventions • Interventions • Pinny Time • 1:1 daily reader 	<ul style="list-style-type: none"> • My Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Educational Psychologist • 1:1 TA – Where funded • Dyslexia Screener/Referral • School nurse • Auditory Processing Disorder referral • GP involvement
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Visual Timetables/Timers • Peer Support / pairings • Visual prompts • Key Vocabulary Provided • Target Questioning • Instructions broken down • Carpet/Table Spaces • Teacher/TA Guided Sessions • Rephrase Questions and Answers • Model language • Use of Ipads • Modelling and demonstrations 	<ul style="list-style-type: none"> • Playtime/Lunchtime Groups • After School Clubs • Sensory Breaks • Speech and Language Therapy – internal • Speech Link Interventions • Listening Group Interventions • 1:1 daily reader • Lego Therapy • Communication and Interaction groups within nurture outreach. 	<ul style="list-style-type: none"> • My Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Communication and Interaction Referral • Speech and Language Therapy - external • 1:1 TA – Where funded • School Nurse • Dyslexia Team

	<ul style="list-style-type: none"> • Quiet space to minimise distractions • MTYT / TTYP • Continuous Provision • RWInc Signals 	<ul style="list-style-type: none"> • ASD focus groups within nurture. 	
Sensory and/or Physical	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Carpet/Tables Spaces • Wobble Cushions • Slanted Writing Screen • Pencil Grips • Weighted Blankets • Ear Defenders • Fiddle Sticks (Not fidget Spinners!) • Specialist PE Teacher • After School Clubs • Huff and Puff Equipment • Apparatus • Outdoor Learning • Whole School Handwriting Policy • Trained First Aiders on duty • Gross and fine motor skills activity • Linking movement breaks and physical movement into lessons • Quiet space to minimise distractions • Chewlery • Wake and Shake 	<ul style="list-style-type: none"> • Movement breaks • Yoga • Sensory time • Handwriting Interventions • Sensory Breaks • Personal working space • Safe space in classroom • Wake and Shake • Art Therapy 	<ul style="list-style-type: none"> • My Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Occupational Therapist • Physiotherapist • 1:1 TA – Where funded • School Nurse referral • Intimate Care Policy and Plans • School Nurse
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Stay on Green Behaviour Policy • Visual Timetables • Assemblies to promote values • In class TA support • Structured routines • PSHE embedded across curriculum • Class Charts • 10-a-day EH4MH teaching 	<ul style="list-style-type: none"> • Personalised Playtime/Breaktime Timetable. • Safe Space to retreat to • Social Stories • Learning Mentor • Personal work station • Timeout cards • Breakfast and snacks given • Art Therapy • Nurture groups 	<ul style="list-style-type: none"> • My Plan • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • SEMH & Well-being team referral • Educational Psychologist • CAMHS • Positive Handling Plans

	<ul style="list-style-type: none"> Regular opportunities to share learning Regular celebration of learning House points and positive behaviour ethos 	<ul style="list-style-type: none"> Emotional literacy-based activities 	<ul style="list-style-type: none"> Personalised Timetable 1:1 TA – Where funded School Nurse Referral PEP Meetings Parenting Course (Action for Children) School Nurse Alternative provisions
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The Role of the Executive Headteacher and Head of school

They will:

- ensure all school personnel, students and parents are aware of and comply with the SEND policy;
- ensure that the daily management of SEN provision is effective;
- work closely with the SENDCo, the link Governor and the teaching and support staff;
- keep the Board of Governors informed of all matters relating to its responsibilities for the provision of SEN;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff.

The Role of the Special Education Needs Coordinator

The SENDCo will:

- work with the Head of school to oversee the day to day provision for students with special educational needs within the school;
- ensure Teignmouth Primary School's compliance and adherence to the SEND Code of Practice;
- inform parents when SEN provision has been made for their child; Liaise with parents of SEND children and support them in understanding how children's needs are met and how they can be met at home.
- lead the development of SEN throughout the school;
- provide guidance and support to all staff;
- organise, manage and deploy the team of TAs;
- prepare and keep up to date My Plans
- track the progress of children with SEN;

- organise training for school personnel;
- keep up to date with new developments and resources;
- investigate concerns when identified through monitoring systems or raised by staff, parents or students;
- use the graduated response framework;
- listen to the students;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor all students on the SEN register;
- Use Provision Maps for analysis and tracking of SEND provision
- annually report to the Board of Directors on the success and development of SEN.
- Undertake the annual SEND audit
- Implement EHCP Requests
- Request support from and liaise with multiple agencies (EP, SEMH & Wellbeing Team, C&I, OT, Aps, GPs, School Nurse, Dyslexia Team)
- Effectively use Provision Maps to produce 'My Plans' including monitoring their implementation and reviewing them. Produce mandatory interventions list of SEND interventions that need to take place. Track and assess effectiveness of interventions.
- Hold EHCP review meetings
- Undertake 'Initial Concern' observations to support class teachers and to identify learners with SEND
- Update of SEND register
- Circulate Termly data of SEND children to staff, including target areas and gaps
- Update in staff briefings on SEND children and provisions
- Support staff in identifying teaching and learning strategies to support SEND learners
- Support parents and children who are identified as needing Special School Provision
- Secure funding for SEND children so provision can be provided suitable to meet their needs
- Attend local community SEND Hub meetings
- Audit and manage the stock of SEND resources
- Work closely with the Speech and Language Team to identify children with need and ensure provision is provided and referrals made
- Invited to attend some leadership meetings to present information
- Release time to support the implementation of the above

Role of the Class Teacher

The class teacher must:

- be aware of the school's policy for the identification and assessment of students with special educational needs and the provision it makes for them;
- deliver the individual programmes for each special educational needs pupil as set out in their My Plans;
- deliver differentiated programmes for each special educational needs pupil as detailed in Arbour.
- develop My Plans for special educational needs students by working closely with the SENDCo and support
- Review My Plans with SENDCo termly
- comply with all aspects of the SEND policy;
- undertake and engage fully with appropriate training;
- inform SENDCo when they have concerns about a student.
- Be proactive and remain up to date with respect to identified students on the SEN register and applicable strategies to meet
- Discuss children's learning needs with outside agencies as arranged by the SENDCo

Role and Rights of Parents and Carers

We encourage parents and carers:

- to work closely with the school in order to develop a partnership that will support special educational needs students;
- to attend parent/carers forums;
- to take part in the review of My Plans;
- to attend annual reviews;
- to attend TAF review meetings;
- to communicate effectively with school.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs
- devising their targets for my plans

- setting learning targets
- attending and/or contributing to TAF reviews
- completing their pages of the 'Listen to me and my family' or other relevant forms to have their views been considered.

SEND Support

Pupils identified as having a special educational need will be added to the SEN register under SEND Support. These will be pupils who, despite having received targeted teaching to address their weaknesses, continue to not achieve their expected progress and those who need continued strategies within their learning curriculum outside of Wave 1 and 2 strategies. They may:

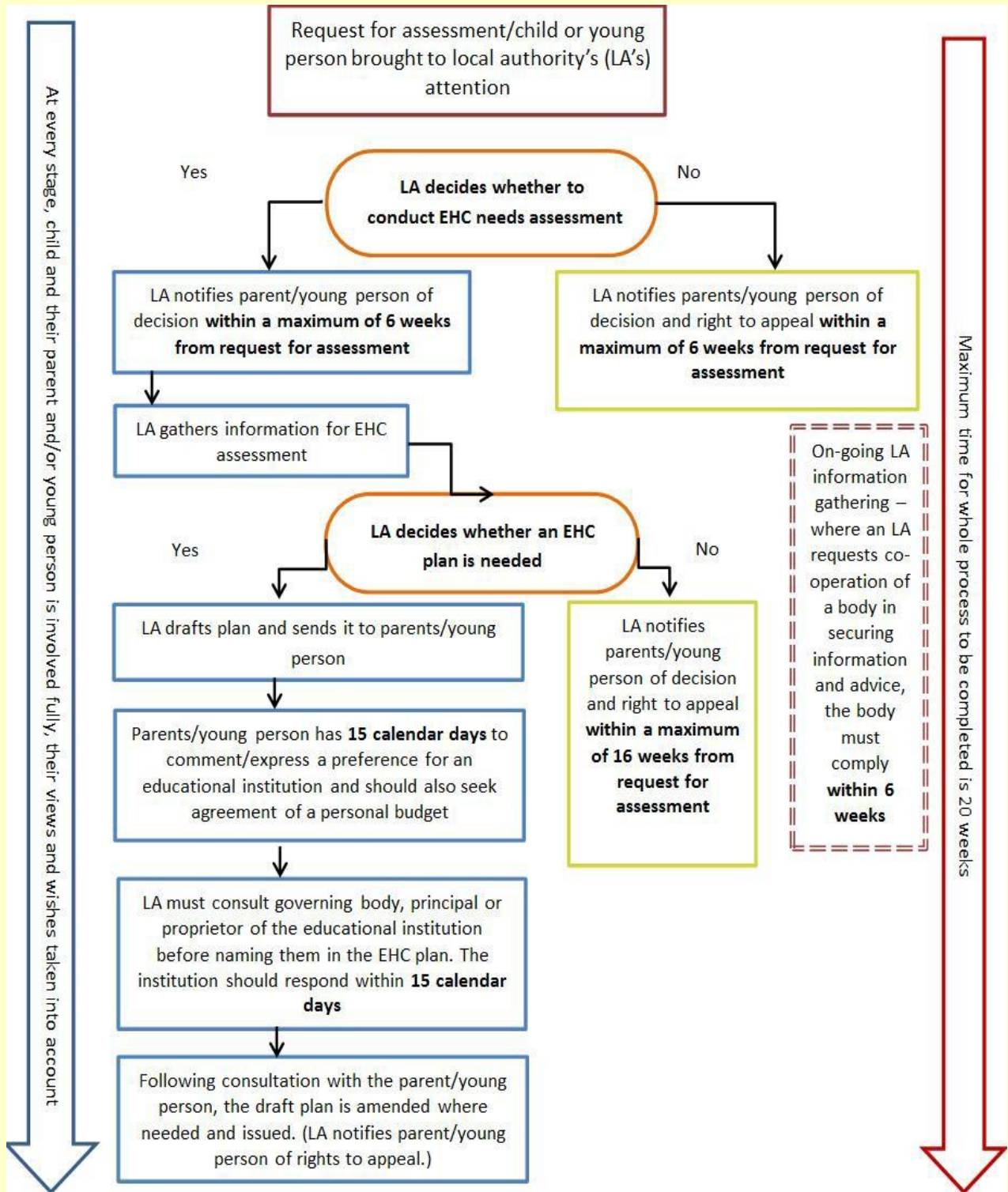
- show signs of difficulty in developing English or mathematic skills which result in poor attainment in some curriculum areas;
- present persistent emotional social or mental health difficulties
- have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- have an alternative curriculum in place to facilitate individual progress and achievement

Further additional support, though the 'Right for Children' Framework, may be needed if a student continues to struggle to make progress despite having individualised support. This additional need for support will be triggered when the student is:

- continuing to make little or no progress in specific areas over a long period
- continuing working at national curriculum levels substantially below that expected of students of a similar age
- continuing to have difficulty in developing English and mathematic skills
- having emotional, social and mental health difficulties which substantially interfere with the student's own learning or that of a class, despite having individualised support strategies in place
- having sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The SENDCo may also seek advice from the Educational Psychologist who may observe the student in lessons and liaise with parents/carers and staff to share effective learning strategies for the student. In a minority of cases, the parent or SENDCo will request the LA to make an EHC assessment which could result in an Education, Health and Care Plan (EHCP). Any such provision is arranged, monitored and reviewed by the LA with input from the school and other relevant agencies. Reviews of these plans are conducted annually. Advice and guidance is offered to parent/guardians of these students at all stages.

Statutory timescales for EHC needs assessment and EHC plan development



Evaluation of Provision for students with SEND:

Teignmouth Primary will:

- Evaluate the quality of provision by reviewing staff expertise through classroom observations and linking to appraisal/performance management
- Evaluate the quality of provision through rigorous analysis of pupil progress by Senior Leadership Team through data, book looks, Seesaw, pupil observations and pupil voice
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different student groups e.g. ASD, Dyslexia, Moderate Learning Difficulties etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data via Provision Maps
- Use feedback from the Devon SEND audit to inform and evaluate our provision
- Have a school improvement plan which accounts for specific development of SEND provision and will aim to address areas of weakness
- regularly providing opportunities for parents and learners to express views;
- monitoring and reporting on SEN pupil participation in reviews and planning meetings
- monitoring and reporting on SEN pupil participation in extra-curricular activities
- monitoring and reporting on parental involvement including attendance at parents' meetings and pupil review days (held three times a year)
- feedback from other local agencies involved with the school
- acting upon advice and reviews from O-25 Team and other specialised support teams
- Annual review and TAF review meetings

Access Arrangements:

Access arrangements are for pupils who require support in exams. This is based on evidence collected from class teachers in liaison with the SENDCo. For some arrangements, pupils have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor, use of overlay, rest breaks or a small room these can be granted by the school, but evidence must be collated and stored on file.

The school are required to log evidence to show the need for this support as it has to be their usual way of working. An application will be made to the exams board for the access arrangements and parents will be notified.

The Teignmouth Primary approach to teaching pupils with SEND:

- We ensure all pupils have access to high quality teaching which considers pupil's different needs. Teachers will differentiate lessons to match the pupil's level of learning as part of the school's universal provision
- personalise timetables and the school day for pupil's with complex needs
- liaise with relevant outside agencies to ensure the SEN provision is appropriate for the individual
- Make appropriate use of the resources in delegated budgets to support pupil's with additional needs
- Identify a pupil's lack of expected progress and will review the individual needs. We recognise that some children only need modifications to teaching approaches, organisation or provision of equipment or resources as part of the differentiated curriculum. Those strategies identified for individuals will be shared with all staff teaching the pupil
- Have a consistent, graduated approach to meeting pupil need by reviewing class teaching, strategies and remove barriers to learning by creating a more personalised approach

Teignmouth Primary encourages all pupil's to take part in extra-curricular activities and trips:

- We promote the health and wellbeing of all students by offering a wide variety of extra-curricular activities
- We monitor SEND student engagement with extra-curricular activities through pupil voice

Support at Teignmouth Primary that is available for improving the emotional, mental and social development of pupil's with SEND:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Review attendance and exclusion data for SEND pupils
- Provide a safe environment for pupils
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs. Senior leadership team will ensure the appropriate staff are aware of the relevant information
- Assess pupil's displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Regularly review the SEND, anti-bullying and behaviour policies
- Ensure there are opportunities for feedback from pupil's
- Where appropriate seek further advice from advisory services and outside agencies
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support
- Promote strategies to look after mental health such as the national 10-a-day initiative
- Follow a stringent PSHE and SEMH curriculum
- Emphasis on teachers knowing their children through well-built relationships
- Regular safeguarding updates
- Access to the nurture provision through outreach groups, where emotional literacy is the focal point for daily activities.

The expertise and training of staff at Teignmouth Primary in relation to children and young people with SEND:

The school:

- Will regularly audit and review staff training needs and provide relevant training to develop whole school staff's understanding of SEND and strategies to support inclusion and high-quality teaching;
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENDCo) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENDCO has sufficient designated time to fulfil their role adequately
- Ensure the SENDCo is on SLT in order to enable input to whole school strategy with regards to SEN provision
- Ensure the SENDCo completes the National Qualification for SEN Coordination, within the designated timeframe, and is provided with adequate support to do so
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials

Specialist Expertise SEN Training:

- We regularly audit and review staff training needs through the appraisal framework, observations, book looks and student progress and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high-quality teaching;
- Provide staff with information about effective strategies to use within their class, which is available on Provision Maps
- We adhere to the principle that '*All teachers are teachers of children with special educational needs*'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- We acknowledge the key role of the Special Educational Needs Co-ordinator (SENDCo) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure all staff (both teaching and non-teaching) have had training to develop their knowledge of the four areas of need and the nature of the difficulties linked to each area
- Access training available through external support services and agencies

Whole School Training
SEND update – Inset training
SALT training – blank levels
Supporting attainment for pupils with SEND
High quality teaching
SEND interventions
Individual Staff
Read Write Inc.
Play therapy
Devon SEND briefings
Supporting professionals through the process of contributing to EHCP
SEN: Safeguarding and Prevent Training
ASD in Early Years

Nurture Provision:

Teignmouth Primary School has a specific provision to meet the SEMH needs of those children whose emotional needs cannot be met within a mainstream school classroom setting. These include children who need support in managing social and peer interactions.

Nurture Provision

Why?

At Teignmouth Primary School, inclusion is greatly important to us and as such we believe that all children who attend our setting are capable of receiving mainstream education. However, we also understand that many children have additional needs which may require to access a more bespoke plan to ensure they receive a high quality, broad and balanced curriculum alongside and interacting with their peers, which will support their development.

When?

Children will be able to access the Nurture provision through designated groups based on individual needs during the afternoon sessions.

How?

Children will be identified as needing extra SEMH support through the SEND referral process. Any concerns raised from teachers or parents will be logged on an initial concern checklist which allows the SENDCo to observe the child and identify which nurture session would support the individual. At the beginning of each term, the identified children will be assessed through the programme 'Boxall Profile'. This allows us to create a baseline of the SEMH need and track the progress of the sessions. These sessions can then be adapted based on the intended outcomes.

Based on the individual's needs, some sessions maybe 1:1 with a SEND co-ordinator rather than in group situations.

All Nurture sessions will be identified on provision maps and parents will be informed through this.

Who?

The provision is overseen by the school SENDCo Katy-Anne Pritchard.

The sessions will be planned, delivered and assessed by the SEND specialist TA named below.

The provision is overseen by a specialised and qualified teacher.

Katy-Anne Pritchard, an Early Years trained teacher who has developed their knowledge of supporting children with learning needs over a number of years, recently completed the National Award for SENDCo's at Plymouth University and is currently our SENDCo

Sessions are delivered by Leighton Lovering, a specialist SEN teaching assistant who works closely with the SENDCo to plan and deliver effective interventions and outreach sessions across the school.

Accessibility – Teignmouth Primary School will:

- Use our best endeavours to make sure that all children with SEND get the support they need;
- Carry out our duty to make reasonable adjustments under the Equality Act 2010;
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need.

Partnership with parents/carers and students:

Teignmouth Primary School, has established positive working relationships with parents/carers and pupils. We recognise the importance of the parent's/carer's contribution to the decision-making processes of a pupil who may have SEND. The school will provide information in a manner accessible to all parents/carers, some of who may also have literacy or sensory needs.

We request that parents/carers:

- encourage your child to learn and provide support for homework on a daily basis;
- read to, with and alongside your child at home and encourage independent reading when appropriate;
- establish effective routines for bedtime, homework and coming in to school on time;
- encourage your child to participate in opportunities offered by the school;
- ensure your child arrives at school with the correct equipment;
- inform the school about any concerns or problems their child is experiencing;
- attend parents' evenings, review days, meeting and discussions about your child's progress and provide information when requested;
- take an active interest in your child's well-being and progress and engage positively in conversations with staff.

Teignmouth Primary School will:

- Make arrangements for providing pupils and their parents/carers with advice and information about matters relating to SEN and disability;
- Ensure decisions are informed by the insights of parents and those of pupils themselves;

- Inform parents when we are making special educational provision for your child and have processes in place for engagement with students and their families to provide feedback on provision;
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home;
- Carry out annual reviews through an appropriate person-centred planning process;
- Hold regular parent meetings with the pupil, as appropriate, to discuss progress;
- Be aware that parents and pupils have specific rights to request an Education, Health and Care needs assessment and should feel able to tell their school if they believe they have or may have SEND.
- Encourage the active participation of the pupil and parent/carers.
- If a parent would like to discuss something about their child they should initially contact the classroom teacher in the first instance, and then the SENDCo. The teacher or SENDCo will be in contact about any worry and how the concerns are addressed.
- If a parent feels that the concerns have not been addressed then they should go to the complaints procedure in the policy section of the school website.

Working together with Outside Agencies, including health and social services, local authorities to support students with SEN and their families

Teignmouth Primary School will:

- When appropriate, seek advice from advisory services and outside agencies including (but not limited to) the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a student's needs
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Access additional support through the 'Right for Children Framework' and Early Help referrals

Outside agencies and services access by the school:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;

- Communication and Interaction Team;
- Advisory Teachers – Visual Impairment, Hearing Impairment etc.;
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Specialist Nurses e.g. Epilepsy, Asthma etc;
- SEMH and Wellbeing Team (Behaviour Support Team)
- Inclusion Team
- 0-25 Team for additional support
- Auditory Processing Team
- Paediatrician
- Bladder and Bowl team
- Dyslexia Team
- Early Years Complex Needs Team
- Nursery Plus
- Early Years Consultant
- GP

Preparing for Transitions - SEN Transition Support

Teignmouth Primary school

When children begin their educational journey at Teignmouth Primary School the school undertake visits to both home and current setting. The school offer a number of *stay and play* sessions where parents are also invited to attend. A 'meet the teacher' evening is held for the Reception children where school expectations are outlined and how the school day operates. For Years 1-6 the early promotion of the new school year allows children to spend a week in their new class with their new class teachers working on a mini project. We offer a number of shorter sessions before the promotion to allow the children to become familiar within their new environment. For children with additional needs we offer a personalised approach that could include transition books, additional meetings with parents and teachers/support staff and extra visits to their new classroom. Towards early promotion staff meetings are held for teachers to share information on their children within the class.

The school work closely with Secondary Education providers (including those of a specialist setting) to ensure that the year 6 leavers have a successful transition.

Useful links, including the Devon Local Offer

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

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

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/children-with-special-educational-needs>

Key Terms and Definitions

ACRONYM	TERM	DEFINITION
SEND	Special Educational Needs and Disability	
SENDCo	Special Educational Needs Coordinator	Member of staff who is responsible for students on the special educational needs register and ensures that they are supported in achieving their potential
0-25 SEN Team	County Special Education Team	Devon County's team who are responsible for children with EHCPs or Statements of Special Educational Needs
TA	Teaching Assistant	
HOL	Head of Learning	Person responsible for monitoring progress of students in a year group
LA	Local Authority	
IEP	Individual Education Plan	A plan with specific targets put in place to support students on the special educational needs register
EHCP	Education and Health Care Plans	The new statutory plans replacing Statements
PC	Pastoral Coordinator	Person responsible for the pastoral support of a year group. (Generally a non-teaching role)
TAF	Team Around the Family	Parents, child, school and other agencies meeting to support the whole family