

SEN Information Report 2025

Parent/carers questions	Key information	Links to SEND Code of Practice (2015)
School Policy and procedure-		
What kinds of SEND do pupils in the school have?	Both West Down Primary School and Berrynarbor VC Primary School are mainstream primary schools. Both of our schools are fully inclusive of children with Special Educational Needs and Disabilities (SEND). The school caters for a range of SEND needs; including SEMH, Cognition and Learning, Communication and Interaction and Physical/ Sensory difficulties. Children are taught in mixed age classes at both schools. <i>‘Pupils with special educational needs and/or disabilities (SEND) work alongside their peers. Staff know pupils with SEND well. Staff are well informed and have a strong understanding of pupils’ needs. As a result, learning is tailored to meet the needs of pupils so that pupils with SEND achieve well’.</i> <i>Ofsted Jan 2024</i>	The kinds of special educational needs for which provision is made at school
How do you know if a pupil needs extra help?	- Teachers track pupil progress each half term, completing a class spreadsheet. These are completed using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to Unit leaders and the SENDCo. - In discussion with the Class teacher the SENDCo and other staff may use a range of assessments/ screening tools to identify areas of need. These may include: Dyslexia screening tool, Sandwell Maths assessments, WIATT assessments, Boxall assessments, - Children are considered to have a SEND if they have been identified as working below ARE and/or children have a need in one or more of the following areas which affects their learning-	Information about the school’s policies for identification and assessment of pupils with special educational needs

	Speech, Language and communication/Sensory/Physical /Social, Emotional and Mental Health. • Termly pupil reviews are conducted with the class teachers, Co-heads and SENDCo. This is an opportunity to discuss individual needs and ensure every child has the support they need to succeed. • Teachers use the 'West Berry SEND Flowchart' to follow a step-by-step approach when identifying additional needs, this ensures nothing significant is missed. • The graduated response tool is used to pinpoint areas of need and ensure that targeted support is provided.	
Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	We have a graduated response to meeting pupils' needs; starting with ordinarily available inclusive provision for all. Quality first teaching is used to ensure all pupils receive the support they need, which involves high quality, inclusive teaching for all pupils. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap. Targeted provision is used for pupils who need extra support, with individualised programmes of support and intervention. This is reviewed with the SENDCO and class teacher termly.	The school's approach to teaching pupils with SEND
How will the curriculum be matched to my child's needs?	If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the <u>Devon Graduated Response Tool</u> to document initial concerns and start to pinpoint areas of need. Whenever concerns are raised, teachers and/or SENDCo will always work collaboratively with parents/carers. A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have needs which: - a significantly greater difficulty in learning than the majority of others of the same age,	How adaptations are made to the curriculum and learning environment

Is there any additional support available to help children with SEND?	and/or: - prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing. Resources are allocated throughout school according to the individual needs of children. The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team	
How will the school know how well my child is doing?	All children with SEND have an Individual Education Plan which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed termly in consultation with parents. Targeted support is set for individuals following appropriate assessments for their needs. If required, discussions are held with parents and referrals may be made to outside agencies.	Arrangements for assessing and reviewing pupil's progress towards outcomes
How will I know my child is making progress? How do you check on this?	All children's progress is monitored through the year by class teachers. This is both formative daily assessments, linked to learning activities and used to plan next steps, and summative assessment tests. For children with SEND, there may be other assessments which link to targets on their IEPs, which are evaluated at the end of a 10-week intervention cycle. IEP targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. IEP reviews are sent home for parents' information termly and these targets are constantly reflected upon in school. Pupil progress is shared with parents through school reports (twice a year) and parent teacher meetings (offered termly). In addition, parents are invited to Open Classrooms once a term when they can find out about what their child has been learning about and look at their books.	How the effectiveness of provision is evaluated

How will my child be included in activities outside the classroom, including school trips?	All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support. Trips and visits are planned with careful consideration to ensure it is accessible for all. We undertake individual risk and accessibility assessments where necessary.	How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND
How will you support my child's overall well-being?	All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff. School has a Designated Safeguarding Lead (Su Carey) and Deputy Safeguarding Leads (Faye Poynter, Lucy Jones, Trefor Jones, Tim Spelman, Sarah Higgins, Julie Gooch and Debbie Radley). All staff are at least Level 2 Safeguarding trained. School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a successful time at school. Information about administration of medicines can be found on the West Berry Federation Website. Our Pastoral Coordinators are available to support children brought to their attention by the class teacher, Co-heads and SENDCo. They can also offer advice to parents about other welfare and wellbeing services that may be available to them. As our schools are small, the pupils are often all involved in consultations about a wide variety of topics through meetings and discussions. Children with SEND sometimes need additional encouragement and support to take on roles of responsibility. We feel that these roles offer important life experience and can contribute significantly to an individual's personal development. We ensure that all children with SEND take on a role of responsibility or have '<i>time to shine</i>' during their time at our school. Children are encouraged and supported to undertake these roles successfully.	Support for improving emotional and social development

Involving families

How will you help me to support my child's learning? When will we be able to discuss my child's progress?	• <i>The school shares progress information with parents/carers by holding termly parent meetings, reviewing IEPs, Annual Reviews of EHCPs and in some cases Team Around the Family meetings and end of year reporting</i> • <i>There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if and when appropriate.</i> • <i>There are other opportunities for involvement and consultation with parents. For example, open classroom/ open days etc</i> • <i>The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum overviews/Tapestry/parent newsletters.</i>	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education
How will my child be able to share their views?	• <i>The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews</i> • <i>Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.</i>	Arrangements for consulting with children with SEND and involving them in their education
How will you support my child when he/she joins your school or moves class or transfers to a new school?	<i>We recognise the importance of ensuring a high quality transition regardless of the stage.</i> <i>Pre-School to school</i> • <i>Stay and play sessions (West Down)</i> • <i>Staff communication with Pre-school (Berrynarbor)</i> • <i>A series of transition sessions throughout the Summer term</i> <i>In-school transfers</i> • <i>Move up days in school</i> • <i>Staff handover meetings</i> • <i>Enhanced transitions to further support children (Extra time in class, photo packs etc)</i>	Arrangements for supporting pupils moving between phases of education and preparing for adulthood

	<i>Secondary Transfers</i> • <i>Induction days</i> • <i>Staff communication with the secondary school</i> • <i>Transition information/passports</i> • <i>Enhanced transition days</i>	
Staff skills and wider support		
What skills do the staff have to meet my child's needs?	<i>What is the school's approach to CPD for staff which enables them to support pupils with SEND?</i> Staff meetings Twilight sessions TA training sessions - in house/outside agencies Outside agencies such as school nurse, Communication & Interaction Team Professional dialogues including Professional Consultations with Educational Psychologist Teacher training sessions – in house/outside agencies Online training <i>How does the school prepare for new children coming to the school who have needs that they have not previously supported?</i> Transition meetings with pre-schools Transition meetings with parents Transition meetings with outside agencies Attendance at TAF meetings Sharing of documentation between home, pre-schools and school Taster days Phased entry to school Liaising with 0-25 SEND Team <i>Are there any specialist staff in school? What are their qualifications?</i>	The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

Attachment Based Mentoring
Mental Health Ambassadors

Dina

What external support services can the school access?

Educational Psychologist (independent and Babcock)
Communication and Interaction Team
Speech and Language Therapists
Occupational Therapists
Children and Adult's Mental Health Service (CAMHS)
Family Support Workers
School nurse
Bladder & Bowel
Children Centre
Physiotherapists
Early Years Consultants
Nursery Plus
Early Years Complex Needs Service (formerly Portage)
Bereavement support (Balloons)

Which professionals and organisations provide support to pupils?

School Nurse
YSmart
Speech and Language Therapists
Occupational Therapists
Physiotherapists
Communication and Interaction Team
Behaviour Support- SEMH team

	<i>Have any staff members undertaken specialist training to support specific roles?</i> Attachment Based Mentoring Boxall ACE's Lego therapy Speech and Language training <i>What other services are accessed from health and social care?</i> Early Help referrals, PHN school nursing team, Virtual school, DWP	
What happens if my child needs specialist equipment? How accessible is the school and how does it arrange the facilities children need?	<i>What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</i> If specialist equipment is needed then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school. A small sensory room has been developed at both schools to help those children who struggle with sensory processing needs. <i>How does the school make best use of resources in its delegated budget?</i> The school budget for SEND is allocated fairly on the basis of need. The SENDCo reviews the needs of all pupils across the schools and allocates resources and staffing accordingly. This allocation may change at different times in the year as children make progress, other children join the school and other needs are identified. <i>Is the school fully wheelchair accessible? Are their disabled changed and toilet facilities? Does the school have disabled parking bays?</i> Berrynarbor school is partially wheelchair accessible and so we are flexible about how rooms are used to enable access to all pupils. There is no dedicated school parking but on street parking adjacent to the school is available to blue badge holders. There is an accessible loo that affords	How equipment and facilities to support children with SEND will be secured

	more space (though it does not meet current standards) and this can be used to provide changing space and a more private space for children that might need intimate care. This toilet is also the only staff toilet. See accessibility plan. West Down School is fully wheelchair accessible, there is an accessible loo which is also used as a nappy changing space for our younger children and for children who need support with intimate care. Blue badge holders are able to use the staff car park and are issued with a fob to open the back gate giving direct access to the school playground. See accessibility plan. <i>Have the auditory and visual environments been audited?</i> Internal spaces at both schools have been remodelled (where possible) to provide a more appropriate classroom for our younger children that has better acoustics and access to safer outdoor space. This includes a quiet area and outdoor areas that can be accessed from the classroom. Improvements have been made to the flooring and wall colours as part of our ongoing maintenance programme – we are ensuring that contrasting colours and textures are used to make our school more accessible to people who have a visual impairment. We have dedicated computing resources for the use of named children with SEND.	
How will my child manage tests and exams?	<i>What access arrangements are available if appropriate for examinations?</i> Additional time Scribes Movement breaks <i>How are decisions about support made and how are families involved in this process?</i> Discussions to be had with parents, class teacher and SENDCo regarding support in place and actions moving forwards	Information regarding access arrangements

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?	If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.	Contact details for the Special Educational Needs Coordinator
What do I do if I'm not happy or if I want to complain?	<i>Who is the SENCO and what are their contact details? When and how is the SENCO best contacted?</i> <i>Our SENDCo is Lucy Jones. She works all day Monday, Tuesday, Wednesday and Thursday mornings.</i>	Arrangements for handling complaints from parents of children with SEND
Where can I get information, advice and support?	<i>Her contact email is: l.jones@thsp.org.uk</i> The school SEND Governor can also be contacted for support <i>Who is the Governor responsible for SEN and what are their contact details?</i> <i>can be contact by emailing: Campbell.Orr@thsp.org.uk</i>	Contact details of support services for parents of pupils with SEND
Where can I find out about other services that might be available for our family and my child?	<i>What is the school's approach to resolving concerns?</i> <i>At West Berry Federation we will listen carefully to parental concerns, make a plan of action together on ways to move forward and ensure the actions are completed and review in a timely manner.</i> <i>Who can families talk to if they are worried?</i> <i>Families should talk to the child's class teacher if concerned. If further support is needed, then the SENDCo can be contacted. The Headteachers will also be available if parents are concerned.</i> <i>How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?</i>	The school's contribution to the local offer and where the LA's local offer is published

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

IEP's will be reviewed with your involvement on a 10 week cycle.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

- *Where can the formal complaints policy be found and what are the key points?*

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

- *How does the school signpost families to services that can provide additional support?*

The SENDCo will be able to support parents further by signposting them to relevant services.

The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is:
<https://devonias.org.uk/>

- *How does the school link to the LA local offer and how is this information made available to parents/carers?*
- *How has the school contributed to the LA local offer*
- *Where can the LA local offer be accessed?*

The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The support provided by Devon Local Authority for children with SEN and disabilities can be found at <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>