

SEN policy and information report

Holbeton Primary School

Written by:	Stuart Armley-Jones	Approved by governors on:
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1. Aims

1.1 Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high-quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development – achieving maximum progress, fulfilling their potential and promoting their well-being.

This policy is in line with our 'Teaching and Learning Policy' and 'Equality of Opportunity Policy' and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head of School; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Head of School and the SENCo will work closely together to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Holbeton Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Holbeton Primary School will work to ensure that all SEND pupils reach their full potential, are included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole-school approaches towards the learning progress and achievement of SEND pupils. With this as an underlying principle, we believe that **all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.** Teaching and supporting pupils with SEND is therefore a whole-school responsibility requiring a whole-school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

1.2 Objectives

The SEND policy of Holbeton Primary School reflects the principles of the 'Special educational needs and disability code of practice: 0 to 25 years'. The objectives of this special educational needs policy are to:

- Ensure the Equality Act (2010) duties for pupils with disabilities are met;
- Enable pupils with special educational needs to have their needs met;
- Take into account the views of the pupils with special educational needs;
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs;

- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs;
- In conjunction with the 'Medical Policy' make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions;
- Implement a graduated approach to meeting the needs of pupils using the 'Assess, Plan, Do, Review' process;
- Develop a culture of inclusion, valuing high-quality teaching for all learners, with teachers using a range of effective differentiation methods;
- Employ a collaborative approach with learners with a special educational need and/or disability, their families, staff within school, other external agencies including those from Health and Social care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- Share expertise and good practice across the school and local learning community; Make efficient and effective use of school resources;
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs;
- Have regard to guidance detailed by Devon County Council.

1.3 School admissions

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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

3.1 Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her – namely provision which is additional to and different from that normally offered in a differentiated curriculum.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- A child under compulsory age has special educational needs if they fall within the definition of the above criteria or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Holbeton Primary School will have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a special educational needs. These pupils will be provided with intervention and/or support that is **additional to** or **different from** the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act (2010)

3.2 Areas of Special Educational Need

Under the SEND Code of Practice (2015), pupils identified as having a special educational need will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning Needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder PDA

Communication and Interaction Needs

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

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

Communication and Interaction Needs include:

- Speech, Language and Communication Needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical Needs

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

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

Sensory and/or physical needs include:

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Stuart Armley-Jones (sarmley-jones@holbeton.devon.sch.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Monitor relevant SEND CPD for all staff
- Lead on the development of high quality SEND provision as an integral part of the school improvement plan

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

5.2 Identifying pupils with SEN and assessing their needs

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional equipment or regular advice or visits by a specialist service;

- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

For pupils with low-level special educational needs, the cycle of **assess, plan, do, review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those with more complex needs, or for who a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Assess

In identifying a pupil as needing SEN support, the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

The pupil's development in comparison to their peers and national data will also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a support plan. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and update the support plan.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a support plan with a date to review the plan. The date for review will depend on the level of need present.

The support plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the support plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The support plan will involve a contribution by parents/carers to reinforce learning at home.

Where appropriate, the support will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

Do

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

The class teacher is responsible for the daily implementation of the plan and will contribute to the review.

Review

There will be a review of the support plan on a mutually agreed date. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review.

Where a pupil has complex needs involving more than one agency, it will depend on the pupil's needs and the frequency of the educational reviews as to whether externally agencies attend each educational review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEN support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND Register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and/or disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs

assessment. The evidence gathered through the regular review of the support plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate, so Holbeton Primary School will hold annual review meetings on behalf of Devon LA and complete the paperwork for this progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Annual Transition

Transition meetings take place before the start of every year and are attended by the previous class teacher, the new class teacher and, if appropriate for the children transitioning, the SENCo. At the meeting, all documentation for learners with SEND including support plans, external agency reports, behaviour logs and assessment data are handed over. Professional discussions regarding individual children with specific learning needs, medical conditions and behavioural difficulties take place. This includes discussion of any triggers inside or outside of the classroom, successful strategies for overcoming the barriers to learning and an overview of how each child is progressing with the support in place. Existing external agency support that is taking place is shared and future plans for referrals to external agencies for assessment and support are discussed following a review of learner outcomes. All learners then attend a transition morning with their new teacher in their new classroom.

Secondary School Transition

Staff from the secondary schools that our learners are transferring to meet with class teachers to discuss the specific needs of all learners including those with SEND. This ensures that all staff from the secondary phase are aware of the needs of our learners and can make adequate arrangements in readiness for the transition of our learners. Extra transition days are arranged where appropriate for children with specific SEND and they may be accompanied by a member of staff with whom they are familiar to make the transition process easier. In addition, the SENCo will liaise with the secondary school SENCo to transfer any support plans/EHCPs for learners with SEND.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Daily planning takes into account individual's needs and requirements. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

We will also provide the following interventions:

- Speech and language
 - External speech and language therapist advice disseminated to and followed/implemented by staff.
 - Speech and language individual or group work delivered by support staff.

- Support for EAL pupils
- English skills
 - Small group and individual interventions to support reading, writing, spelling and grammar
 - Reading assessments and programmes aimed at different strengths and difficulties
 - Spelling programmes and strategies to fill gaps in knowledge
 - Opportunities for pre-teaching and over-learning
 - Electronic programmes used: Clicker, Spelling Shed, Nessy, TypingClub
- Maths skills
 - Small group and individual intervention programmes are used to fill gaps and consolidate learning
 - Opportunities for pre-teaching and over-learning
 - Electronic programmes used: TTRockstars
- SEMH interventions
 - 1:1 support with our Mental Health Champion
 - Daily mindfulness practice
 - Electronic programmes used: Smiling Minds
- Independent Learning Skills
 - Mentoring by peers and staff
 - Physical classroom strategies and organization, e.g visual timetable, personal timetable, adapted equipment, timers and overlays
 - Lesson intentions and success criteria displayed
 - Showbie used across the school to promote independent learning.
- Fine and gross motor
 - Support and advice from occupational therapists
 - Proprioceptive activities
 - Handwriting groups
 - Physical adapted equipment and work areas
 - Typing groups
 - Electronic programmes used: Typing Club

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- All teachers ensure they have a dyslexia-friendly classroom, this includes but isn't limited to:

- Ensuring children with dyslexia or dyslexic tendencies sit within peripheral vision of the teacher so they can pick up non-verbal communication;
- Clearly marking resources with pictures as well as words, and display a pictorial timetable;
- Displaying the topic, key words, date and day;
- Ensuring all lessons are created using low-contrast levels and the font OpenDyslexic;
- Offering the children to view lesson slides using an electronic device whose accessibility options are tailored to the child's preferences.

The accessibility of the curriculum is monitored through regular informal teacher assessments, end of unit quizzes, pupil interviews and book monitoring. More information can be found in our Accessibility Policy

5.8 Additional support for learning

We have teaching assistants who are trained to deliver the above interventions. Teaching assistants will support pupils on a 1:1 basis when the pupil is not able to access the curriculum on a regular basis. Teaching assistants will also support pupils in small groups when necessary. We also have a 'Mental Health Champion' who will regularly meet with children to discuss their social, emotional and mental health needs.

On a regular basis, we work with the agencies to provide support for pupils with SEN: Devon SpLD Service

- Devon Information Advice and Support (DiAS)
- Educational Psychologists
- Occupational Therapists
- School Nurse
- Speech and Language Therapists

Please note that this list is not exhaustive.

5.9 Expertise and training of staff

Our SENCo has been in the role for one year. Although they are new to the role, they work closely with other SENCos across the multi-academy trust. They are a senior school leader, making contributions to the school's strategic plan and target-setting. They also have budgetary responsibility and ensure school resources are used wisely and well. They are allocated an afternoon a week to manage SEN provision. They are currently undertaking the National Award in Special Education Needs Co-ordination

Across the school, we have a team of 6 teaching assistants and one HLTA. Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.

All staff at the school engage in training sessions when Quality First Teaching is addressed. The SENCo provides regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.

All staff have regular CPD meetings. The progress of all pupils, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

5.10 Securing equipment and facilities

The school purchase, when needed, specialist equipment to support students with a special educational need or disabilities. When appropriate, we work with external agencies to secure the correct equipment and facilities for these students. We strive to increase the extent that disabled pupils can participate in the school's curriculum by improving the physical environment of the school and the delivery of information for these pupils.

Funding

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the school budget.

Personal budgets

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

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our KS2 residential trip to Beam House

All pupils are encouraged to take part in sports days and school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways. Staff are aware of the importance of emotional wellbeing and work in creative ways with children and families to boost self-confidence and increase social development.

- The majority of students respond well to whole class and school strategies but some require more personalised support or intervention, for example:
 - Pupils with SEN are encouraged to be part of the school council
 - Pupils with SEN are encouraged to be part of extra school activities e.g. involvement in clubs and representing the school.
 - Pupils with SEN are involved in pastoral interventions and they are also encouraged to be part of gaming club (when it is running) and to promote teamwork/building friendships.
 - Celebration opportunities such as celebration assemblies and celebration books to take home work that they are proud of.
 - Break time inclusion clubs.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Holbeton Primary School strives to work collaboratively with other agencies including Local Authority and voluntary organisations, health and social care bodies. We seek support for our pupils and families through referrals to a range of agencies. We keep our knowledge of relevant support opportunities current by attending half termly SEN cluster network meetings.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The Devon Information, Advice and Support Service (DiASS) provides confidential and impartial advice and information to support parents or carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND). <https://devonias.org.uk>

IPSEA (Independent Parental Special Education Advice): www.IPSEA.org.uk

5.17 Contact details for raising concerns

In the first instance, parents and carers should speak to their child's class teacher. If necessary, the SENCo will be involved and possibly other key adults. Parents and carers are welcome to contact the SENCo, Stuart

Armley-Jones, directly through the school office. If concerns persist, the head of school should be contacted via the school office.

5.18 The local authority local offer

Please visit Devon County Council's website for full details on Devon's Local Offer:

www.devon.gov.uk/schools/SEND

This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy