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# THE CAREY FEDERATION

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SEN Information report  
2024- 2025

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Parent /Carer questions Key information Links to SEND Code of Practice (2015)	Key information	Links to SEND Code of Practice (2015)
<p>What kinds of SEND do pupils in School have?</p>	<p>Halwill &amp; Ashwater Primary Schools are mainstream primary schools with children who are mainly taught in mixed age classes.</p> <p>The school caters for a range of SEND needs, including SEMH, Cognition and Learning, Communication and Interaction and Physical/ Sensory difficulties.</p> <p>We monitor the progress of all pupils from their entry into school in Reception to when they leave at the end of Key Stage 2. (At Ashwater this is from Preschool)</p> <p>Pupil voice is important. We value our parents/carers voice.</p> <p>We are able to distinguish between pupils who may need some support within the classroom and within the adapted curriculum, and pupils with SEND.</p> <p>In consultation with parents/carers, we will decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of the child's difficulties.</p> <p>We are able to identify barriers using our knowledge and understanding of the four primary areas of need:</p>	<p>The kinds of special educational needs for which provision is made at school</p>
<p>How do you know if pupils need extra help?</p>	<p>Early Concerns The progress made by all pupils is regularly monitored and reviewed. Teachers track pupil progress each term. 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 the SENDCo. Information also comes from other sources such as parents, previous settings, transition points.</p>	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>

We have clear processes for staff and parents/carers to raise concerns, regarding pupil progress and learning. Initially, concerns registered by teachers, parents/carers or other agencies are addressed with High quality teaching and adaptations within the classroom and a record is kept of strategies used.

We use a range of appropriate screening and assessment tools to identify needs. We gather evidence of pupils' needs. These may include results of standardised tests, Speech Link and Language Link assessment, Boxall assessments, screeners/checklists. We provide teaching staff with comprehensive guidance in relation to the identification process.

A designated teacher is responsible for coordinating SEND provision. The SENDCo to assess if a pupil has a significant learning difficulty and agree appropriate support. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

We inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision. We regularly review the SEND register and processes used for identifying and making needs known.

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 - Speech, Language and communication/Sensory/Physical /Social, Emotional and Mental Health.

#### **ASSESS, PLAN, DO AND REVIEW**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. Developing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes if paramount. This is known as the graduated approach – assess, plan, do, review.

	<p><b>Exit Criteria</b></p> <p>When a pupil has made sufficient progress in their area of need that they no longer require any provision that is <b><i>different from</i></b> or <b><i>additional to</i></b> that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.</p>	
Day to day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>Whole School Approach to Teaching and Learning.</p> <p>Use of High-Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND. Ordinary Available Inclusive Provision (OAIIP) which involves high quality, inclusive teaching for all pupils. It also includes adaptive teaching 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.</p> <p>We have a graduated response to meeting pupils’ needs.</p> <ul style="list-style-type: none"> <li>• Monitor the quality of teaching, learning and provision.</li> <li>• Identify and track the process of children that require support to catch up</li> <li>• Identification of children requiring SEND Support and initiate the graduated response.</li> <li>• All children identified as requiring SEND support or with an EHCP are on our SEND register.</li> </ul>	<p>The school’s approach to teaching pupils with SEND</p>
<p>How will the curriculum be matched to my child’s needs?</p>	<p>Definition for SEN</p> <p>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, 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.</p> <p>Use of the Devon Graduated Response Tool to document areas of need. 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 need of children. The SENDCo monitors and</p>	<p>How adaptations are made to the curriculum and learning environment</p>

	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 a My Plan (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 need. 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?	<p>We monitor the quality of our SEND provision by:</p> <ul style="list-style-type: none"> <li>• Discussions with specific SEND focus including: Myplan provision, scaffolding, to independence, pupil voice, learning environment, interventions, ECHP provision.</li> <li>• Intervention record checks</li> <li>• Myplan target reviews and data analysis</li> <li>• Data from interventions.</li> <li>• Assess, plan, do, review meetings each term (or when needed)</li> <li>• Staff training and feedback</li> <li>• Governor visits</li> <li>• Pupil voice</li> <li>• Evaluation of policies and documents</li> <li>• Attendance monitoring</li> <li>• Parent consultations</li> <li>• Specialist visits and online consultations.</li> </ul>	How the effectiveness of provision is evaluated
How will my child be included in activities outside the classroom, including school trips?	<p>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. We carry out our duties under the Equality Act 2010. We promote the health and well-being of each child by supporting them to access extracurricular activities. We monitor SEND pupil's engagement with extra-curricular activities. We ensure that children with SEND engage in activities of the school alongside pupils who do not have SEND.</p> <p>We review the Equality Information and Objectives (accessibility plans) regularly.</p>	How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND

	<p><b>Accessibility:</b> The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as it is on ground level and have a disabled toilet facility in both settings.</p>	
<p>How will you support my child's overall well-being?</p>	<p>We provide a safe environment for children and recognise that the well-being of all children includes physical, mental and emotional well-being. Children have opportunities to learn about internet safety, PANTS rule, sun safety and farm safety. They are always able to speak to staff.</p> <p>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. We promote the health and wellbeing of each child by supporting them to access extracurricular activities.</p> <p>We review attendance data for SEN pupils.</p> <p>We are aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs. We assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties. We have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support.</p> <p>Pupil voice is of high importance, and we will always work collaboratively with parents to make sure that children have a successful time at school.</p>	<p>Support for improving emotional and social development</p>
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<ul style="list-style-type: none"> <li>• Termly Parent consultations to share progress information. Reviewing My Plans termly. Annual Reviews of EHCPs. Regular Team Around the Family meetings.</li> <li>• There are regular informal opportunities for contact about the child's progress in school through face-to-face communication. Initially, this would be with the class teacher. The SENDCo would be involved if and when appropriate.</li> <li>• There are other opportunities for involvement and consultation with parents. For example, Open days, meet the teacher sessions, parent/child activities, parent workshops etc.</li> </ul>	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>

	<ul style="list-style-type: none"> <li>• The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum.</li> </ul>	
How will my child be able to share their views?	<ul style="list-style-type: none"> <li>• Discuss and review of Myplan targets.</li> <li>• We ask children for their views about learning and school life on a daily basis informally</li> <li>• additionally for TAF meetings and Annual Reviews</li> <li>• Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.</li> <li>• Use of talking mats – to express their views.</li> </ul>	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?	<p>We recognise the importance of ensuring a high-quality transition regardless of the stage. Pre-School to school e.g. Stay and play sessions, Staff communication with Pre-school, TAF (Team Around the Family) meetings In-school transfers, Move up days in school. Staff handover meetings, Enhanced transitions to further support children (Extra time in class, photo packs etc) Secondary Transfers, Send passports.</p> <p>Send information is transferred using cpoms.</p>	Arrangements for supporting pupils moving between phases of education and preparing for adulthood
What skills do the staff have to meet my child's needs?		
<p>What skills do the staff have to meet my child's needs?</p> <p>What specialist services are available at or accessed by the school?</p>	<p>We 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. We use our best endeavours to secure the special educational provision called for by the child's needs. We ensure the SENDCo is on the SLT in order to input on whole school strategy with regard to SEND provision. We have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book looks and pupil observations.</p> <p>The school is supported by a wide range of different agencies and teams, including Speech and Language Therapists, Communication and Interaction Support; Educational Psychologists (Babcock); Communication and Interaction Support; Occupational Therapist Support: School Nursing team, Family hub and the Bladder &amp; bowel team.</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p> <p>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</p>
What happens if my child needs specialist equipment?	We make appropriate use of the resources in our delegated budgets to support children with additional needs. We use our best endeavours to make sure that a child with SEND gets the	How equipment and facilities to support children with SEND will be secured

How accessible is the school and how does it arrange the facilities children need?	support they need. We pay regard to the criteria and understand the processes (Rights for Children/EHCP) for accessing the additional funding that the Local Authority holds.	
How will my child manage tests and exams?	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?	<p>SENDco: Mrs Rosie Cawsey</p> <p>Contact email: <a href="mailto:admin@halwill.devon.sch.uk">admin@halwill.devon.sch.uk</a></p> <p>The Governor responsible for SEN: Mrs B Bridgman</p> <p>Contact email: <a href="mailto:admin@halwill.devon.sch.uk">admin@halwill.devon.sch.uk</a></p>	Contact details for the Special Educational Needs Coordinator
<b>What do I do if I'm not happy or if I want to complain?</b>	<p>Parents are asked to discuss any problems with the class teacher in the first instance. If difficulties cannot be resolved with the class teacher, the SENDCO and then the Head teacher should be involved. It is hoped that any difficulties or complaints can be resolved informally, but if a parent wishes to make a formal complaint, they should write to the Chair of Governors. The Carey Federations complaints policy can be found on the website.</p> <p>Responding to Complaints In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.</p> <p>If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.</p>	Arrangements for handling complaints from parents of children with SEND

	<p>External support can be accessed through DIAS (Devon Information Advice and Support)  <a href="https://www.devonias.org.uk/">https://www.devonias.org.uk/</a></p>	
<p>Where can I get information, advice and support?</p>	<p>Admission arrangements for children with SEND entering a mainstream class are the same for all pupils. For those children with a Statement of SEND/EHC Plan and a mainstream placement, it is the SENDCo's responsibility to ensure that information relating to the child's special needs is made known to the new class teacher. Where a child experiences difficulty settling into school, the SENDCo will support the transition by contacting the child's previous school/setting and acting on advice received.</p> <p>Devon's Local Offer for SEND provides clear, up-to-date information on the services and support for children and young people with special educational needs and disabilities. The local offer covers provision for children and young people with SEND from birth to 25 and includes information on education, health and social care services and how to access them.  <a href="https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-sendlocal-offer">https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-sendlocal-offer</a></p>	<p>he school's contribution to the local offer and where the LA's local offer is published</p>