



SEND Information Report 2024-25

SHIRWELL Primary School

<i>Parent/carer questions</i>	<i>Key information</i>
School Policy and procedure-	
<p>What kinds of SEND do pupils in the school have?</p> <p><i>The kinds of special educational needs for which provision is made at school</i></p>	<ul style="list-style-type: none">• Shirwell is a mainstream primary school with children taught in mixed age classes.• The school caters for a range of SEND needs; including SEMH, Cognition and Learning, Communication and Interaction and Physical/ Sensory difficulties• The most recent OFSTED report notes: <i>This is a school where leaders and staff know each individual pupil's needs and abilities well... 'Staff know the children very well and they want each child to do their best, whatever their potential'.</i>
<p>How do you know if a pupil needs extra help?</p> <p><i>Information about the school's policies for identification and assessment of pupils with special educational needs</i></p>	<ul style="list-style-type: none">• Teachers track pupil progress each term, completing a class tracker sheet. 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.• 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.

Day to day support

How do teachers help pupils with SEND? How will the school support my child?

The school's approach to teaching pupils with SEND

We have a graduated response to meeting pupils' needs; starting with universal 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.

At Shirwell Primary we use the Devon approach to [Ordinarily Available Inclusive Provision \(OAIIP\)](#) to support the development of our universal offer.

Targeted provision is used for pupils who need extra support, with individualised programmes of support and intervention.

How will the curriculum be matched to my child's needs?

How adaptations are made to the curriculum and learning environment

If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the [Devon Graduated Response Tool](#) 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,

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.

Is there any additional support available to help children with SEND?

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 evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team.
<p>How will the school know how well my child is doing?</p> <p><i>Arrangements for assessing and reviewing pupil's progress towards outcomes</i></p>	<p>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.</p> <p>Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies</p>
<p>How will I know my child is making progress? How do you check on this?</p> <p><i>How the effectiveness of provision is evaluated</i></p>	<p>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.</p> <p>For children with SEND, there may be other assessments which link to targets on their IEPs, which are evaluated at the end of an intervention cycle. IEP targets are analysed at least 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.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p> <p><i>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</i></p>	<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.</p>
<p>How will you support my child's overall well-being?</p> <p><i>Support for improving emotional and social development</i></p>	<p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class We are an inclusive school that holds a child's emotional and spiritual development as a priority</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. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff.</p> <p>School has a Designated Safeguarding Lead (Simon Allen) and Deputy Safeguarding Leads (Sarah Berry & Abby Eames).</p> <p>School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies.</p> <p>We will always work collaboratively with parents to make sure that children have a successful time at school.</p> <p>Information about administration of medicines can be found on the Ventrus website at:</p> <p>First-Aid-and-Administration-of-Medicines-Policy-June-2023</p> <p>Pupil voice is sought on a regular basis so that their views and opinions are listened to and incorporated into their learning</p>
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Involving families

<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><i>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</i></p>	<ul style="list-style-type: none"> • <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 (TAF) 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 days, meet the teacher sessions, parent forums, parent/child activities etc</i> • <i>The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum overviews/parent newsletters etc.</i>
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<p>How will my child be able to share their views?</p> <p><i>Arrangements for consulting with children with SEND and involving them in their education</i></p>	<ul style="list-style-type: none"> • <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>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p> <p><i>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</i></p>	<p><i>We recognise the importance of ensuring a high quality transition regardless of the stage.</i></p> <p><i>Pre-School to school</i></p> <ul style="list-style-type: none"> • <i>Home visits</i> • <i>Stay and play sessions</i> • <i>Staff communication with Pre-school/Nursery</i> • <i>TAF (Team Around the Family) meetings</i> <p><i>In-school transfers</i></p> <ul style="list-style-type: none"> • <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> <p><i>Secondary Transfers</i></p> <ul style="list-style-type: none"> • <i>Induction days</i> • <i>Staff communication with the secondary school</i> • <i>Transition information/passports</i> • <i>Enhanced transition days</i>
<p>Staff skills and wider support</p>	
<p>What skills do the staff have to meet my child's needs?</p> <p><i>The expertise and training of staff to support pupils with SEND, including</i></p>	<p><i>What is the school's approach to CPD for staff which enables them to support pupils with SEND?</i></p> <p>Staff meetings Twilight sessions TA training sessions - inhouse/outside agencies</p>

how specialist expertise will be secured

What specialist services are available at or accessed by the school?

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

Outside agencies such as school nurse, Communication & Interaction Team
Professional dialogues including Professional Consultations with Educational Psychologist
Teacher training sessions – inhouse/outside agencies
Online training

How does the school prepare for new children coming to the school who have needs that they have not previously supported?

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
Phrased entry to school
Liaising with 0-25 SEND Team

What external support services can the school access?

Educational Psychologist (DCC)
Communication and Interaction Team (DCC)
Speech and Language Therapists (NHS)
Occupational Therapists (NHS)
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?

	<p>School Nurse Speech and Language Therapists Occupational Therapists Physiotherapists Communication and Interaction Team Behaviour Support Mental Health Support Team</p> <p><i>Have any staff members undertaken specialist training to support specific roles?</i></p> <p>Attachment Based Mentoring ACE's Lego therapy Speech and Language training</p>
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p> <p><i>How equipment and facilities to support children with SEND will be secured</i></p>	<p><i>What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</i></p> <p>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.</p> <p><i>The site is fully accessible</i></p> <p><i>There is a disabled toilet</i></p> <p><i>There is no disabled parking by but it is possible to park outside the school – close to the school entrance.</i></p>
<p>How will my child manage tests and exams?</p>	<p><i>What access arrangements are available if appropriate for examinations?</i></p> <p>Additional time Scribes Movement breaks</p> <p><i>How are decisions about support made and how are families involved in this process?</i></p>

Discussions to be had with parents, class teacher and SENDCo regarding support in place and actions moving forwards

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 should make an appointment to speak to the SENDCo

*The school SENDCO is **Sarah Berry***

Please make your request for a meeting via the school Admin office shirwell@ventrus.org.uk this ensures that if your message arrives on a day that Mrs Berry is not in school it will be dealt with promptly by another member of the team.

What do I do if I'm not happy or if I want to complain?

- *What is the school's approach to resolving concerns?*

At Shirwell Primary School 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.

Where can I get information, advice and support?

- *Who can families talk to if they are worried?*

Families should talk to the child's class teacher if concern. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are concerned.

Where can I find out about other services that might be available for our family and my child?

- *How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?*

Arrangements for handling complaints from parents of children with SEND

Contact details of support services for parents of pupils with SEND

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 termly 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, a copy of the school's Complaints Procedure is available on the [Ventrus Website](#).

- *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. 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>