

School Information Report

Special Educational Needs and Disabilities (SEND)

All Devon Local Authority (LA) maintained schools have the same duties with regards to Special Educational Needs and Disabilities, and are expected to provide support for children who have additional needs. Pupils with Special Educational Needs are supported by the LA to ensure that they make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The Special Educational Needs & Disabilities Co-ordinator (SENDCo) is Mrs Carmen Winterburn.

The Assistant Special Educational Needs & Disabilities Co-ordinator (SENDCo) is Mrs Debbie Tollerfield.

debbiet@newton-poppleford.devon.sch.uk

SEND Governor – Mrs Ceri Parkinson

Please contact via School Office 01395 568300

The School Information Report (SIR) for SEND

Our SEND Information Report is part of the Devon Local Offer for learners with Special Educational Needs and Disabilities (SEND).

([hyperlink to Devon Local Offer](#))

([hyperlink to our SEND policy](#))

We are committed to narrowing the attainment gap between SEND and non-SEND pupils at Newton Poppleford Primary School. We recognise and embrace the fact that every child is different and therefore, the educational need of every child is different. At Newton Poppleford Primary School we value the involvement of all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information must be updated annually.

Newton Poppleford Primary School is a mainstream primary school. We believe that every pupil should be able to participate in all aspects of school life. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

[1. How can I let the school know that I am concerned about my child's progress in school and who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability \(SEND\)?](#)

Your main point of contact at school should always be your child's class teacher if you think your child may have Special Educational Needs. The class teacher will be able to discuss your concerns. If you need to speak with other staff members, such as the Assistant Special Educational Needs and Disabilities Coordinator (SENDCo) or the Headteacher, then the class teacher will be able to help you to arrange this or you can email the Assistant SENDCo –debbiet@newton-poppleford.devon.sch.uk at any time.

The Class Teacher is responsible for:

- Monitoring the progress of pupils and identifying, planning and delivering any additional help that your child may need.
- Writing Individual Plans (IPs) in conjunction with the Assistant SENDCo , based on accessible targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's local offer.
- Following the school's SEND Policy in their classroom.

The SENDCo is responsible for overseeing and co-ordinating provision for SEND pupils.

The Assistant SENCo is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Assisting with co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively in conjunction with the Headteacher.
- Assisting with monitoring relevant SEND CPD for all staff.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

HeadTeacher, Mr Stuart Vaughan, is responsible for overseeing the role of the SENDCo and ensuring that provision is in place for SEND pupils and for overseeing the SEND budget and ensuring that the necessary provision is in place and monitoring relevant SEND CPD for all staff.

[2. How does the school know if children need extra help?](#)

Class Teachers, support staff, parents, carers and pupils will be the first to identify a learning need. The SENDCo will also support with the identification of barriers to learning.

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 or different from** that normally available in a differentiated curriculum in class. Any School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Having a language or form of language that is different from the language in which they will be taught is not regarded as having a learning difficulty. However there may be additional needs that are identified to make a child with English as an Additional Language (EAL) also an SEND pupil.

If a learner is identified as having SEND **we will provide** that which is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Information is also passed on from Nursery school/ Infant/ Primary/ Previous schools.

There are four broad areas of Special Educational Needs and Disability (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

If a pupil has a SEND need then their need will fit into one or more of the above categories.

Depending on the level of need the child may be recorded in school on the SEN register as:

- SEND Concern (M)
- Special Educational Need (SEND Support)(K)
- EHCP (Education, Health and Care Plan) or statement.

We also use a range of assessment tools at Newton Poppleford Primary School.

- Educational Psychology Service
- Speech and Language Link
- Classroom Observation
- Counting to Calculating Maths intervention
- Fisher Family Trust 1-2-1 Literacy intervention
- Letters and Sounds phonics programme
- THRIVE
- Speech and Language Service
- Occupational Therapy
- Other link agencies

Class teachers monitor the attainment and progress of all pupils. They are required to provide high quality teaching, "**quality first teaching**", that is differentiated to meet the needs of pupils. If a pupil is making inadequate progress, additional support will be provided under the direction of the class teacher.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a learning difficulty and agree appropriate support.

In some cases, we may seek advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and consent from the pupil's parents/carers.

We use a range of assessment tools at Newton Poppleford Primary School to identify children who may have additional needs or require additional support. These are:

- Teacher's Monitoring and Assessment
 - Classroom Observation
 - Standardised Testing
 - Additional Assessment following concerns raised.
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- Educational Psychology Service
 - Speech and Language Link
 - Counting to Calculating Maths intervention
 - Fisher Family Trust 1-2-1 Literacy intervention
 - Letters and Sounds phonics programme
 - THRIVE
 - Speech and Language Service
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 - Other link agencies

3. If the school has any concerns about my child's learning or progress how will you inform me?

If your child is identified as needing extra support the school will draw up a plan for your child. You will be sent a letter informing you of this together with details outlining what additional support or intervention your child is being offered. If necessary you can arrange a meeting with the Assistant SENDCo, Debbie Tollerfield, to discuss this with you in more detail. We will give you the opportunity to discuss any concerns you may have. If it is felt necessary, we may make referrals to outside agencies, but we will seek your consent and involve and support you throughout this process. As a school we also use ParentMail, parent's consultations to consult parents and we also have a Parent Support Worker, Tracey Tipton.

If the child is to be placed on the school's SEND Register parents/carers will be consulted.

Pupil's needs may change over time and provision will therefore reflect this. The aim of any additional provision is for the pupil to achieve age related expectations or address a difficulty with accessing the curriculum, so once they reach this threshold they **may** be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again

4. What support is offered for children with SEND at Newton Poppleford Primary School?

Newton Poppleford Primary School has a range of support in place to ensure that the curriculum is accessible to all pupils and they have the opportunity to reach their potential

Areas of SEND and Provision

1. Communication and Interaction-



2. Cognition and Learning-



3. Social, Mental and Emotional Health-



4. Sensory and/or Physical Needs-



The first strategy we use to meet pupils needs is high quality teaching which takes account of pupils' differing needs. We ensure that we group children to target specific levels of progress, when needed, and differentiate resources and teaching styles. We make appropriate choices of texts and topics to suit the learner. We provide access arrangements for tests and additional adult support. We make appropriate use of the resources in our delegated budget to support children with additional needs and we aim to provide a tailored and personalised approach for individuals with complex needs.

Your child may be involved in specific group work or individualised interventions which may be run by a teacher, or a teaching assistant (TA) or a Higher Level Teaching Assistant (HLTA) and may take place in or outside the classroom.

You child may participate in interventions recommended by outside agencies, e.g. Speech and Language therapy. This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school.

We will always ask for your consent to refer your child to a specialist professional. The specialist will work with your child and then make recommendations to the school for ways to support the pupil.

If a child has learning needs which are severe, complex and lifelong they may need specific and sustained individual support. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

The level of support and intervention your child is receives will depend upon the type and level of need/difficulties they have with either learning or accessing the curriculum. It is split into three stages or waves as explained below.

The three levels of support at Newton Poppleford Primary School are:

Wave/ SEN Level	What is offered	By who and where
Wave 1 =Concern/Monitor(M)	Quality teaching, the effective inclusion and involvement of all children in daily lessons. This is offered to all children and forms part of daily teaching.	In class by the Class teacher (sometimes with Class TA support)
Wave 2 = SEND Support(K)	Small group additional intervention for children working at/ achieving just below age related expectation who can be expected to catch up with their peers as a result of the intervention.	Additional intervention or support in a small group or 1-2-1 working with a specialist Teaching Assistant sometimes outside the classroom.
Wave 3 <ul style="list-style-type: none"> • EHCP • Statement • Or SEND 	Specific targeted Individualised support for children identified as not making significant progress within class and who are working well below age related expectation and have not made accelerated progress after wave 2	1) Individual or very small group additional intervention with trained TA supported by teacher but delivered outside the main teaching area.

<p>Support(K)+ outside agency involvement.</p> <ul style="list-style-type: none"> • Or DAF 2A My Plan. 	<p>group intervention. Or for children who have been identified as requiring specialist support from outside agencies such as speech and language. The aim of Wave 3 provision is to enable the child to make accelerated progress in order to narrow the gap between them and age-related expectation.</p>	<p>2) Intensive individual or very small group intervention following a specialist programme delivered by a specialist TA/HLTA.</p>
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When is the use of Wave 3 intervention appropriate?

- Not all children with special educational needs will require Wave 3 provision (for example pupils with Social Emotional Behavioural difficulties who are working at age-related expectations or where Wave 2 provision would be more appropriate).
- Wave 3 literacy intervention may/may not be appropriate for children with complex special educational needs who, for example, could be working within the P scales throughout their primary education. Discussion with external professionals will support decision making in such instances. High quality Wave 1 literacy provision will be appropriate.
- Low-attaining pupils who do not have special educational needs may benefit from Wave 2 and/or Wave 3 provision.
- Advice will be sought from external professionals regarding the use of Wave 3 interventions for low-attaining pupils who are at the early stages of acquisition in speaking English as a second language.
- NB Wave 1 quality first teaching is essential for all children regardless of the use of other interventions and provision. Children will not make accelerated progress through the use of Wave 3 intervention only.

A consistent message of effective practice is that high quality Wave 1 and Wave 2 provision is instrumental to effecting high achievement for all children.

Will my child be put on the SEN register?

All interventions are embedded within whole school practice and are seen as an integral part of educational provision.

All children receiving [Wave 3](#) provision will be put on the Special Needs Register at K but some of these children may also have an EHCP or Statement. Some children receiving [Wave 3](#) provision may also be

put on the Special Needs Register at K if their needs or difficulties, including physical or emotional needs, are being supported by an outside agency such as the Educational Psychology Service, Occupational Therapy(Vranch House) or Speech and Language Therapy.

Some children receiving [Wave 2](#) provision may also be put on the Special Needs Register at K depending on the level of need and the intervention they are receiving.

If the child is to be placed on the school's SEND Register parents/carers will be consulted We will inform you (initially by letter) if your child is receiving extra support and/or is being put on the Special Educational Needs Register.

5. How is extra support and funding allocated to pupils and how do they progress in their learning?

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. Schools are expected to provide support to their pupils with SEND from their SEND budget. The new Devon Assessment Framework (DAF) process has been developed as part of the early help strategy in addition to encompassing the various levels of support up to and beyond, requesting additional resources (DAF3). Before any additional resources are allocated after a DAF3, it is expected that the resources available in schools have been exhausted. The Headteacher and SENCo/Assistant SENCo oversee the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher, The Class Teacher and the SENCo/Assistant SENCo are also involved in deciding what resources/training and support is needed. If a pupil requires additional resources this is identified on their Individual Plan or in our class monitoring folders. These are reviewed regularly and changes are made as needed, according to the needs of the children and resources available. The school will need to be able to demonstrate how it has spent SEND funding to date and whether this funding has met the outcomes for the child.

Personal Budgets are available to pupils with an Education, Health and social Care Plan (EHCP).

6. Who provides support in school for pupils with SEND?

In school the following people are involved in supporting SEND pupils:

- Class Teachers
- The School SENDCO and Assistant SENDCO
- The Headteacher
- HLTA and Teaching Assistants offering support through intervention groups or 1:1 support.

Local Area Provision:

- Parent Support Worker – Tracey Tipton
- Primary Support Partnership

Local Authority Provision is delivered to school when needed, as follows:

- Educational Psychology Service
- Devon Information and Advice Service (formally Parent Partnership Service)
- Speech and Language Therapy
- Communication and Interaction Team
- Behaviour Support Team
- Sensory Needs Team

Health Provision is delivered when necessary, as follows:

- Additional Speech and Language Therapy input to provide a higher level of service to the school including Audiology
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHs)
- Health and Wellbeing Service

7. What training do the teachers that work with SEND pupils have and how are they supported?

The SENDCO's role is to support the class teacher in planning for children with SEND. The SENDCO also audits training needs and co-ordinates whole school training and CPD. The SENDCO may carry out joint planning or co-teaching with the class teacher. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Educational Psychology service.

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year and staff are given the necessary training in order to support them to carry out their role successfully.

8. How is the decision made about the type of support and how much support my child will receive?

Within the school's ability, we ensure that all pupils with SEND have their needs met with the funds available. We aim to provide the support that is needed for all children, regardless of cost. We recognise that we require varying levels of support in school in order to achieve age related expectations.

The SENDCO consults with class teachers and support staff, to discuss the pupils' needs and what support would be appropriate. The Assistant SENDCO records all support given to SEND children in class folders and this is available to the Class Teachers and other key staff termly.

Parents are made aware of any extra provision that is in place for their child via the class teacher or SENDCO.

Newton Poppleford Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The school also receives funding from the Local Authority which is distributed as 'top up' (Element 3) funding for learners who require support that exceeds that available to the school.

9. How will we measure and monitor the progress of your child in school and how do we evaluate the effectiveness of our provision for SEND pupils?

We use a range of assessment tools at Newton Poppleford Primary School.

- School Pupil Tracker Online.
- Assessments in reading, writing, spelling and Maths.
- THRIVE
- Educational Psychology Service
- Speech and Language Link
- Classroom Observation
- Joint Classroom observations

- Speech and Language Service
- Other link agencies

Your child's progress will be continually monitored by his/her class teacher.

At the end of each key stage (i.e. at the beginning/end of Reception, year 2 and year 6), all children are required to be formally assessed using either Baseline Assessment/Foundation Stage Profile (Rec) or Standard Assessment Tests (SATs). There is also a Phonics Screening Programme in year 1. This is a government requirement for all schools and the results are published nationally.

We have different levels of monitoring and provision planning in school. We use a **Graduated Approach- Assess, Plan, Do, Review**. Each class has a Provision Map, which lists SEND children and the provision that is in place for them. This is a working document and may change on a termly basis, as children's needs change.

Depending on your child's needs, they may have an Individual Plan with targets set by their class teacher, in collaboration with the Assistant SENCo and shared with the pupil and parents. Progress against these targets will be reviewed regularly with you in parent meetings. If we feel that further support is needed, or if your child has regular and frequent support from outside agencies, we may begin the DAF process. The first stage in this process is to complete the DAF 1. The Assistant SENCo will initiate a meeting to complete the DAF 1. The next stage is to hold a Team Around the Child (TAC) meeting, to complete a DAF 2a/My Plan, again, organised by the Assistant SENCo. This plan includes pupil and parent views about what support they believe is needed and then a list of actions that will be carried out to help support the pupil. The My Plan will be reviewed at a second meeting within the same academic year.

The progress of children with a statement of SEND/EHC Plan will also be formally reviewed at an Annual Review with all adults involved with the child's education and health or social care.

Within Newton Poppleford Primary School we have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems. We evaluate the **quality** of provision termly through rigorous analysis of pupil progress, including work analysis and pupil observations. We regularly review and evaluate the **impact** of SEND provision on the progress, attainment and well-being of SEND pupils. Teachers and TAs keep SEND Intervention folders, in which progress is recorded throughout the period of intervention. These comments, along with discussion between the TA and Teacher and a comparison of pre and post intervention data, will decide what course of action is taken next, for example, to continue the interventions, change the intervention or stop the intervention due to it no longer being needed.

We have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness.

Progress and evaluation is reported to the Governor with responsibility for SEND. An Annual Report to the Governing Body and the SEND Information Report is posted on the school website.

10. What support do we provide for you as a parent or carer of a child with SEND?

- The class teacher is available to discuss your child's progress or any concerns you may have and to share any strategies that work well in school.
- The Assistant SENDCO has an open door policy and is available to meet with you to discuss your child's progress or any concerns/worries you may have via pre-arranged meetings through the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IPs will be reviewed with your involvement every term.

- The Parent Support Worker can be contacted via school office or via email Devon Information and Advice Service (formerly Devon Parent Partnership) for SEND is another source of support for parents.

11. Is Newton Poppleford Primary School accessible to children with SEND?

- The school site is on a hill which is accessible by wheelchair.
- Access for wheel chairs to the main building, Year 6 and the Hall is via the side gate and either through the Reception Classroom or the toilets.
- Access to the current Year 1 is currently not possible.
- Access to Year 2, 3, 4 and 5 are via the walkway. Year 4 being accessed from the rear of the classroom.
- Access to the school office and main building is via the main school gate and across the playground and up a flight of steps. For visitors needing wheel chair access, the main school building can be accessed via the school side entrance and reception class. If you require assistance please call 01395 568300 to arrange this in advance and the office staff will come to the gate to meet you.
- There is currently no access to the upstairs of the main building.
- There is an accessible toilet off the main corridor in the main building.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Newton Poppleford Primary is compliant with the Equality Act 2010 and Accessibility legislation.

12. How will my child access activities outside the school classroom, including school trips?

All pupils are entitled to be included in all parts of the school curriculum, including school trips. We are committed to making reasonable adjustments to ensure participation for all, and will provide the necessary support to ensure that all pupils are included in activities.

We carry out a risk assessment prior to any off-site activity to ensure everyone's health and safety will not be compromised. If needed, we will get specialist advice. We will plan alternative activities if it is decided that participation is not safe. The SENDCo is responsible for monitoring SEND pupils' engagement with extra-curricular activities.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but some children may be covered by both SEND and disability legislation, because there is a significant overlap between disabled children and those with SEND.

13. How will we support your child when they are joining this school, moving on to another class or leaving this school?

Transition is a part of life for all pupils and planning for transition is a part of our provision for all pupils with SEND. This can be having a new teacher or the transition to a new class in school or moving on to another school. We will work with children, families and other providers to ensure positive transitions occur.

Pre-school settings > School:

Early years teachers visit settings and or maintain professional dialogue throughout the year. Those children identified as Early Years SEND concern or Early Years Support will have enhanced transition documentation. Children with an EHCP will have additional visits and TAC meetings with all parties. Plans will be made in the year before transition.

Year >Year:

All children who are changing teachers will complete a one page profile appropriate to the needs of the year group, written as the children's voice to let teachers know their likes, dislikes and how they learn best. Teachers may choose all children in their class or those who are SEND support and above. Those children who are SEND Support and above will need an updated DAF2 to be shared teacher to teacher (updated following regular meetings between all parties throughout the year). All schools will have at least a half or whole day class "moving up" day. Any necessary physical or resourcing arrangements will be arranged in advance.

Primary > Secondary

Transition to Secondary school is very unique and individual to each child and each setting. Please speak to individual schools about organisation.

All secondary maintained schools that we are linked to send year group leaders to visit children who are about to transition. The Assistant SENDCo or class teacher will carry out a transition meeting with secondary schools and ensure that information regarding SEND pupils is transferred in a confidential manner.

14. How will we support your child's emotional and social development?

All staff at school are aware that children may experience a wide range of social and emotional difficulties which present themselves in many ways and we have clear processes to support these needs. We annually review our SEND, anti-bullying and behaviour policies. Where appropriate, we seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development. We have an anti-bullying policy.

Playground support is provided during lunchtimes and break times for children who struggle with social situations or unstructured social time.

In a medical emergency, the designated First Aiders will attend urgently, or may call for an ambulance if the pupil requires hospitalisation. Members of staff are trained annually on administering Epi-Pens for anaphylactic shock and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

15. How can my child contribute their views?

The views of our children are very important to us and are highly valued.

As part of their Team Around the Child or Annual Review meetings we ask all pupils to contribute to the setting of their own outcomes.

We use a variety of methods for seeking student views which include our active school council, where pupils are elected each year to represent their peers. The school council is consulted on whole school plans and are able to express their views to staff and pupils via Mrs Thomas who coordinates the school council. The school council regularly form a part of the school's interview process for new members of staff.

If a pupil takes part in an intervention programme they will contribute their views to the half –termly/termly or annual review of progress.

If your child has a DAF 2a “My Plan”, an EHCP or Statement of SEND, their views will be sought before any review meetings.

16. What arrangements are made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND?

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.

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.

Useful links

www.devon.gov.uk/SEND

www.dfe.gov.uk

Devon Information and Advice & Support for SEND (Formerly Parent Partnership): www.devonias.org.uk

Areas of SEND and Provision

1. Communication and Interaction-
2. Cognition and Learning-
3. Social, Mental and Emotional Health-
4. Sensory and/or Physical Needs

The first strategy we use to meet pupils needs is high quality teaching which takes account of pupils' differing needs. We aim to provide a tailored and personalised approach for individuals with complex

needs and we make appropriate use of the resources in our delegated budget to support children with additional needs. We ensure that we group children to target specific levels of progress, when needed, and differentiate resources and teaching styles. We make appropriate choices of texts and topics to suit the learner. We provide access arrangements for tests and additional adult support

Your child may be involved in specific group work interventions which may be run by a teacher, or a teaching assistant (TA) or a Higher Level Teaching Assistant (HLTA).

Your child may participate in interventions recommended by outside agencies, e.g. Speech and Language therapy. This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school.

We will always ask for your consent to refer your child to a specialist professional. The specialist will work with your child and then make recommendations to the school for ways to support the pupil.

If a child has learning needs which are severe, complex and lifelong they may need specific individual support. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.