# SEND policy

## Okehampton Primary School

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| **Approved by:** | | **Date:** |
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## Contents

1. Aims ..... 2
2. Legislation and guidance ..... 2
3. Definitions ..... 3
4. Roles and responsibilities ..... 3
5. SEND information report ..... 4
6. Monitoring arrangements ..... 8
7. Links with other policies and documents ..... 8

## 1. Aims

Our SEND policy aims to:

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

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 our schools constantly strive to be inclusive, positive and have better outcomes for all children.

Okehampton Primary school within the Dartmoor Multi Academy Trust will do their 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 the 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 trustees of our school will also work to ensure that all SEND pupils reach their full potential, are fully 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.

## 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 coordinators (SENDCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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. 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.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is **Jacqui Dart**

They will:

- Work with the Principal and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

### 4.2 The SEND trustee

They Will:

- Help to raise awareness of any SEND 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 Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND 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
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

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.

## 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 SEND support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

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

## 5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

Precision instruction teaching

Thrive based activities to support SEMH

Phonics interventions (Read Write Inc)

## 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.

## 5.8 Additional support for learning

We have a number of highly skilled teaching assistants who are able to deliver and support interventions.

Teaching assistants will support pupils on a 1:1 basis.

Teaching assistants will support pupils in small groups.

We do not assign specific teaching assistants to specific children.

We work with the following agencies to provide support for pupils with SEND:

Educational Psychology Service; Occupational / Physical Therapy teams; Communication and Interaction team; 0-25 SEN Team; Speech and Language Therapy team; Babcock Hearing impaired inclusion workers and the Inclusion team. We have also been supported by staff from the Children's Centre who carry out THRIVE and support with Early Help plans for families. They also support parents with Incredible Years parenting courses. We have access to services universally provided by Devon County Council which are described in the Local Offer website, to be found **here**.

## 5.9 Expertise and training of staff

Our SENDCO has over 20 years experience in this role and is also a class teacher.

They are 1.5 days each week to manage SEND provision.

We have a skilled team of teaching assistants, including a higher level teaching assistant (HLTAs) who are trained to deliver SEND provision supported by the class teachers.

In the last academic year, staff have been trained in phonics interventions, precision instruction teaching, SEND awareness, communication interaction strategies including the use of widget online, emotional regulation, supporting children with neurodiversity, significant literacy difficulties, attachment difficulties and a low arousal approach.

## 5.10 Securing equipment and facilities

Resources are allocated to support children with identified needs as identified previously. Each year we map our provision to show how we allocate human resources to classes; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. This support may take the form of scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the pupil are purchased as required.

## 5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term through the use of Individual Learning Plans (ILP)
- Reviewing the impact of interventions is an ongoing process.
- Using pupil and parent questionnaires
- Monitoring by the SENDCO and SLT
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Through TAF meeting if appropriate

## 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 residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops.

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

Further information about accessibility can be found in our accessibility plan.

## 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:

- Pupils with SEND are encouraged to be part of the whole school e.g. school council, library monitors etc.
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships
- We have a rigorous PSHE program that is taught weekly and should encompass our school ethos.

We have a zero-tolerance approach to bullying.

## 5.14 Working with other agencies

The School is supported by a wide range of different agencies and teams. Listed above are the agencies we have worked with over the previous year. This is up-dated annually. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions matched to the pupil's area of need, outside agencies or specialist services may be involved. Parental consent is always sought before referrals are made.

## 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Principal 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 SEND

The link provided gives details for the following support services:

Devon 0-25 SEN Team

DIAS – Devon Information, Advice and Support for SEND

DPVC - Devon Parent Carers' Voice

Training and Courses for Parents and Carers

National Guidance

https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/who-to-contact-for-advice-and-guidance

Local Support Groups

https://services.pinpointdevon.co.uk/kb5/devon/services/results.page?communitychannel=11_4

SEND Code of Practice 0-to-25 2014

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Devon Local Offer

https://new.devon.gov.uk/send/

Devon Information Advice and Support for SEND (previously Devon Parent Partnership): 01392 383080

http://www.devonias.org.uk/

Children and Families Act 2014

http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Equality Act 2010 (updated 2014)

http://www.legislation.gov.uk/ukpga/2010/15/contents

Devon Parent Carers Voice (DPCV: 0345 1551 013)

www.devon.gov.uk/send

### 5.17 Contact details for raising concerns

Initial concerns should be raised with the class teacher in the first instance.

The Special Needs/Disability Coordinator (SENDCo) contact details: Jacqui Dart

Email: jdart@dmatschools.org.uk

### 5.18 The local authority local offer

Our local authority's local offer is published here:

About the SEND Local Offer - Find out about support for SEND in Devon

## 6. Monitoring arrangements

This policy and information report will be reviewed by Jacqui Dart **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 our policies on:

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