



SEND information report 2026

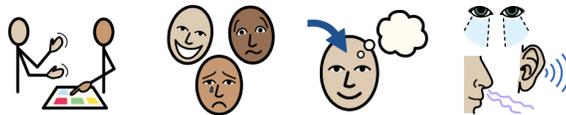
SEND - Special Educational Needs and Disabilities

Tavistock Primary and Nursery School is a mainstream school set on the edge of Dartmoor. We take great pride in being an inclusive school and are committed to ensuring that all children have the opportunity to develop and fulfil their potential. Our setting includes a Nursery Plus Team who support the learning needs of some very young children in our Nursery and in other local Early Years settings.

Pupils have Special Educational Needs (SEND) if they have a learning difficulty or disability which makes it more difficult for them to learn than other pupils of their age (DFE Code of Practice 2015). They require education provision to be made for them, which is additional to or different from what is normally available in a differentiated curriculum.

Our school motto is 'Inspire and Believe. Discover and Achieve' and we strive to achieve the best possible outcomes for all children.

SEND Areas of Need



There are four areas where a pupil may have a difficulty that means they are considered to have SEND.

Communication and Interaction – this includes speech and language and social communication difficulties, including Autism.

Cognition and Learning – this is where a pupil may learn at a slower pace than others in their year group. This might be a specific difficulty, such as dyslexia, or a more generalised difficulty that affects all learning.

Social, Emotional and Mental Health (SEMH) - this includes a wide range of social and emotional difficulties, including difficulty in regulating behaviour, anxiety, ADHD or attachment difficulties.

Sensory and/or Physical Needs – this includes hearing difficulties, visual difficulties and mobility difficulties.

At Tavistock Primary and Nursery School we recognise that pupils with SEND can have barriers to learning within any or all of these categories. All our pupils, including those with SEND, are treated as individuals, and SEND support and provision is highly personalised.

Who is responsible for SEND?

It is one of our core beliefs that all teachers are teachers of SEND, and we work hard to share our knowledge, expertise and skills across the whole staff group.

Mrs Alice Thompson is our Special Educational Needs & Disability Co-ordinator (SENDCO) and is responsible for co-ordinating SEND provision across the school.

She can be contacted by email admin@tavistock-pri.devon.sch.uk or via the school office 01822 616044.

The Head Teacher, Miss Emma Byrom, has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

Our Nursery Plus teacher is Mrs Julie Cook and can be contacted via this email address: 00JCook@tavistock-pri.devon.sch.uk

All class teachers are responsible for the day to day provision for children in their class with SEND and should be the first person you contact with any concerns or queries.

The Governing Board has overall responsibility for ensuring that the school makes necessary provision for pupils with SEND.



1 - We asked our staff team what 'inclusion' means to them.

How does the school know if children need extra help and what should I do if I think my child may have SEND?

We monitor the progress of all pupils continually. Some children's SEND are apparent before they start school, while other needs only become evident as children grow and develop. Sometimes, difficulties can occur suddenly and without obvious cause, and some children make such progress that they are no longer considered to have SEND.

At Tavistock Primary and Nursery School, we are committed to the early identification of SEND where possible. Home visits and transition visits are offered when pupils enter nursery, with information about additional needs shared. Nursery Plus support is provided for children who are identified as having additional needs during this phase, closely monitored by the Nursery Plus manager. This takes the form of 1:1 targeted interventions from trained Nursery Plus practitioners. Thorough transition plans then support children with SEND as they progress into the Reception classes. SENDCO and Reception teachers liaise with other Early Years settings to ensure that information about SEND is shared and that transitions are made smoothly.

Pupil progress is assessed by all teachers continually through a range of means: observation, daily in-class questioning and assessments, conferencing and standardised assessments. Any pupils causing concern are discussed in regular team meetings and highlighted to the SENDCO. Teachers also make judgments about progress at the end of each term, reviewed in Class Progress Meetings (CPMS). These meetings are attended by the SENDCO and Key Stage Leader, and are chaired by the Head or Deputy.

CPMs also include termly data reviews, undertaken by the Senior Leadership Team. As a result of this process, pupils (with or without SEND) not making progress as expected are identified and additional provision is put in place. Where a pupil is newly identified as needing additional support, we use Devon's Targeted Support Framework to help us ensure that our response is well matched to individual need.

If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance. They will let you know how they will monitor the concerns raised, and will liaise with the SENDCO as appropriate.

How does Tavistock Primary and Nursery School support pupils with SEND?

How does the school evaluate their provision?

Weekly 'learning walks' take place, led by senior leaders and subject leaders. These enable monitoring of the SEND provision throughout the school and adaptations are made as necessary.

During termly CPMs, the progress of every individual is discussed and monitored. Any child who is not making expected progress is identified and provision is put in place to support the child's specific needs. The impact of this support is then reviewed at subsequent CPM meetings, thus ensuring scrutiny of the effectiveness of any extra provision.

SEND Surgeries:

Teachers meet with the SENDCO each term to discuss every child in their class. These meetings enable the class teacher and SENDCO to discuss any existing or new SEND requirements. During these meetings the school SEND Register is reviewed and the class teacher and SENDCO decide if pupils need to remain, be added or removed from the register. Parents are then informed accordingly. If a child is added to the SEND Register, this means the child requires 'different from or additional to' support to access the curriculum.

SEND Support Planning:

Pupils who are placed on the School SEND Register have a Pupil Target Plan (PTP), created by their class teacher. These plans detail the child's strengths and barriers to learning, short term targets and strategies to help meet those targets. These are reviewed at least three times a year and the impact of the strategies is evaluated by teachers and monitored by the SENDCO.

Some children with SEND will have a Relational Support Plan (RSP) and a Responsive Co-Regulation Plan (RCP). These are plans written to detail the highly personalised social and emotional support that some children need in order that they feel safe and secure enough to learn in school. These plans are reviewed and updated at least three times a year and often more frequently in response to children's developing needs.

Education Health and Care Plans (EHCPs) are issued by the Local Authority (LA) for children with SEND whose needs cannot be met through the provision currently available in school. EHCPs identify educational, health and social needs and set out the additional support necessary to

meet those needs, following extensive assessment by external professionals allocated by the LA. Typically, an EHCP provides some additional funding in order that the school can meet the needs agreed upon within the EHCP. A request for assessment for an EHCP (called an EHCNA) can be made by parents, school staff or other professionals. This can be a lengthy process, requiring gathering of a range of evidence.

Reviews of Education Health and Care Plans (EHCPs) are held annually with parents, other professionals and contributions from children where possible. Information is gathered from children, class teachers, TAs and classroom work to enable progress towards objectives to be evaluated. These reviews are led by the SENDCO and recorded on the Local Authority's online portal, known as the EHCHub.

How will I know how well my child with SEND is progressing?

You are always welcome to meet your child's class teacher, by appointment, to discuss their individual progress and how you can help at home.

Parents and Carers are formally invited to discuss their child's progress at least three times a year at parents' evenings.

Strategies for supporting at home will be discussed at these meetings.

The outcomes and impact of PTPs and RSPs are shared at least three times a year, typically at parents' evenings or as changes are made.

Parents and Carers may book individual appointments with the SENDCO throughout the year. Some children's needs mean that they require closer monitoring and more frequent meetings and you might be contacted directly by the SENDCO, Headteacher/ Deputy Headteacher or class teacher to meet about your child.

How will my child be supported and how will the curriculum be matched to their needs?

At Tavistock Primary and Nursery School, we are committed to our belief that SEND is everyone's responsibility. We provide a variety of personalised support for children with SEND so that individual needs are met in the most appropriate way. We endeavour to ensure that all children with SEND are taught alongside their peers in classes where they study the National Curriculum.

All teaching staff have a good understanding of ways in which they can adapt their lessons, planning and assessments in order to meet the needs of children with SEND. They do this by:

- Building on existing skills and knowledge
- Adapting tasks and questions to ensure suitable levels of challenge
- Ensuring a suitable and inclusive learning environment
- Being sensitive to the individual needs of children
- Providing appropriate resources

The school also regularly accesses external agencies when appropriate to offer advice on how to enhance provision and support individuals. External agencies include:

- Speech and Language Therapy
- Education Psychology
- Social, Emotional and Mental Health advisory team
- Communication and Interaction advisory team

How does the school adapt the curriculum and learning environment for children with SEND?

We carefully plan for SEND provision through different teaching approaches. Regular learning walks and discussions at team meetings ensure that classrooms support the needs of children with SEND. Our Ordinarily Available Inclusive Provision (OAIP) guidance sets out what is ordinarily available in each key stage, in order to provide the most inclusive environment possible.

Children with SEND may spend some part of the day learning in a smaller group or 1:1 with a teacher or Teaching Assistant (TA). Others may need individualised support from a TA in order to access the general classroom environment and these children typically have an EHCP issued by the Local Authority.

Children who have significant SEMH needs may be offered access to our Nurture Room, where we support pupils to access their learning in a small group, at a pace and order that works best for their individual needs. Pupils are offered this learning space if parents and school leaders agree this will support their individual needs. Some pupils need to use this space for a short period of time before being supported to access their own classroom, whereas other pupils may need to access this space longer term.

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How does the school enable children with SEND to engage in the activities of the school?

Our school is accessible to people with disabilities and we are committed to making reasonable adjustments to make our school inclusive for all children. We have a disabled toilet and ramps in school. Other adaptations are made to the school environment when necessary to support individual need. We make every endeavour to plan and adapt activities in which all children can be included, including our extra-curricular clubs and educational visits.

How does the school support the social and emotional development of children with SEND?

Mrs Lake is our whole school Mental Health lead and is also the subject leader for PSHE.

At Tavistock Primary and Nursery School we strongly believe that children need to feel safe and secure in order to be ready to learn. We have a firm focus on positive relationships with pupils and follow a 'Relational Approach' to support the inclusion and well being of all pupils. This is

reflected in our behaviour policy. Children need differing levels of emotional support at different times in their lives, and we provide this in many ways. Much of the support is outlined in the Ordinarily Available Inclusive Provision document linked above. However, we offer more targeted support when necessary. This includes:

Attachment Based Mentoring

Individual Play Therapy

Relational Support and Responsive Co-Regulation Plans

Signposting to community support

A PSHE curriculum designed to ensure healthy development

Close links with Early Help and local services, working together to implement Thrive plans and other recommendations

We have recently developed links with [Normal Magic](#), who support the mental health and well-being of children and young people in our school and community.

We also have great links with the Mental Health Support for Schools Team (MHST) who can provide individual and group targeted support.

The welfare of all children is our main priority. Any concerns are communicated to the school's Head Teacher, who is the Designated Safeguarding Lead.

How do we consult with, and involve, children with SEND in their own learning?

All children are supported to understand their next steps of learning. Class teachers and other supporting adults give regular, ongoing feedback about successes, misconceptions and how to improve, in a way that each child can understand. Children with SEND all have PTPs which are shared, discussed and worked upon with those members of staff who are providing their additional support. Some children with SEND have individual Pupil Passports which outline the daily support they require. Every effort is made to ensure children understand and have

ownership of these passports, which are regularly reviewed by class teachers and adapted accordingly.

Children who have EHCPs are supported to give their views before or at an annual review meeting. The format for this is dependant on individual needs, but is usually in the form of an informal chat with the SENDCO with visual supports and communication boards as required.

How does the school support transitions for children with SEND?

We ensure that all children undergoing a transition to a new class, phase or setting are supported to minimise the impact of transition on educational attainment and social and emotional wellbeing.

Children with SEND who have received Nursery Plus provision are supported by detailed transition plans as they move into the Reception Classes. SENDCO and Reception teachers also liaise with other Early Years settings to ensure that information about SEND is shared and that transitions are made smoothly.

Before the end of each academic year, class teachers meet to pass on all relevant information about pupils so that new teachers are fully informed about the needs of their new class. This includes all SEND information.

Towards the end of the summer term, we have a 'Moving on up day' where the whole school moves up into their new class. This gives children and teachers the opportunity to meet each other before the beginning of the new school year in September. For most children, this can be enough but we recognise that some children need some additional support. In these circumstances, we organise an enhanced transition where children have further opportunities to meet with their new class teacher and any support staff, and become familiar with their new environment. For some children, we also provide a booklet of photos to take home over the summer holiday so that the transition work can continue in the home.

All children in Year 6 are provided with transition sessions organised by their new school. In addition, the SENDCO meets with key members of staff in the new school to ensure that all

SEND information follows the child. Enhanced transition arrangements can also be made for children that need extra support above and beyond the usual arrangements. This might include additional visits, meetings between parents and school staff, or additional activities within or outside the school setting to develop skills and confidence for transition.

For children with EHCPs, transition begins at the Annual Review in Year 5 where next steps are discussed. All relevant agencies are invited to these meetings to ensure that the EHCP is updated to reflect the changing needs of the child.

During all these different processes, we ensure that parents are consulted and fully involved in transition arrangements as we recognise that this can sometimes be a worrying time for all involved.

Links with other agencies and further support

As a Devon school, we use the 'Early Help' process to draw upon the expertise of other agencies who can support the children in our care. Details of this process are on the Devon Local Offer website.

Devon Local Offer Website: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Parents and carers can find independent SEND advice at the Devon Information and Advice Service: www.devonias.org.uk

Other services and voluntary organisations in Devon can be found at:
<https://devonconnect.org/>

Children's and Family Health Devon: <https://childrenandfamilyhealthdevon.nhs.uk/>

Child Development Centre: <https://www.plymouthhospitals.nhs.uk/cdc>

Further concerns

If you would like to discuss any aspect of SEND provision at the school, please contact your child's class teacher, the SENDCO or the Head Teacher to share your concerns as soon as possible.

If you wish to make a complaint about the school's provision, please follow the school's [Complaints policy](#)

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