

Tavistock Primary

& Nursery School

SEND Information Report

November 2020

**Our offer to children with Special Educational Needs and Disabilities.**

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| *1. What kinds of special educational needs are provided for by our school?* |
| Tavistock Primary and Nursery School is a mainstream school set on the edge of Dartmoor which includes a Nursery Plus Team which supports the learning needs of some very young children in our Nursery and in other local Early Years settings. We pride our self on being an inclusive school and cater for the needs of all children in our care.  No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will do our best to provide effective educational provision.  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 what is normally available in a differentiated curriculum.  We recognise barriers to learning using our knowledge and understanding of the four primary areas of need; the areas of need are:  **Communication and interaction**  **Cognition and learning**  **Social, emotional and mental health difficulties**  **Sensory and/or physical needs**  In consultation with parents, we decide whether SEND support is required and then carry out further assessment to identify barriers to learning and the nature of their child’s difficulties. |

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| *2. Who is responsible for children with SEND? (Special Educational Needs & Disability) .How can they be contacted?* |
| Our Governing Board is responsible for SEND.  Our Headteacher is Mrs. Lynnette Selbie and she has responsibility for all our pupils.  Mrs. Jade Ruth is our Special Educational Needs & Disability Co-ordinator (SENDCO) and is responsible for co-ordinating SEND provision across the school.  Miss Julie Cook is our Nursery Plus Teacher.  All class teachers are responsible for the day to day needs of SEND children in their class. |
| *3. How do I contact the people responsible for SEND or arrange to meet them?* |
| School Contact Number: 01822 616044  SENDCO: Mrs. Jade Ruth: [00jruth@tavistock-pri.devon.sch.uk](mailto:00jruth@tavistock-pri.devon.sch.uk)  Her working days are Monday to Friday. Please go to the school office to make an appointment and/or speak to the class teacher.  Nursery Plus Manager: Miss Julie Cook: [00JCook@tavistock-pri.devon.sch.uk](mailto:00JCook@tavistock-pri.devon.sch.uk) |
| *4. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?* |
| We monitor the progress of all pupils continually; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop.  Pupil progress is assessed by the teachers continually through observation, daily in-class questioning and assessments, conferencing and standardised assessments. Teachers make judgments about progress at the end of each term. Class Progress Meetings (CPMS) are then held, where every child’s progress and attainment is reviewed. In addition to this, termly data reviews are undertaken by the Senior Leadership Team (SLT). As a result of this process, pupils not making progress as expected are identified and provision is put in place, tailored to meet their specific needs. We used Devon’s Graduated Response Toolkit to help us ensure we tailor our provision to the individual needs of the children and follow the Assess, Plan, Do review cycle outlined in that documentation. |
| *5. How does Tavistock Primary School make provision for pupils with special educational needs?*  *a) How does the school evaluate the effectiveness of its provision for such pupils?* |
| During 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. A set of targets is decided upon and these are reviewed at subsequent CPM meetings, thus ensuring that the effectiveness of any extra provision is reviewed. |
| *b) What are the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs? (How will both you and I know how my child is doing and how will you help me to support my child’s learning?)* |
| Parents are invited to discuss their child’s progress at least 3 times a year with both the class teacher and SENDCO. We also have an ‘open door’ policy where parents who have concerns are encouraged to make appointments for additional meetings via the school office. |
| *c) How will the school staff support my child?*  *How will the curriculum be matched to my child’s/young person’s needs?* |
| The school will provide a variety of support for children with SEND. This may include 1 to 1 intervention and group work delivered by a teacher or a teaching assistant. The school also regularly accesses external agencies when appropriate to offer advice on how to enhance provision. External agencies include: Speech and Language Therapy, Education Psychology Services, The Behaviour Support Team, The Communication and Interaction Team and other Specialist Advisory Teachers. |
| *How does the school adapt the curriculum and learning environment for pupils with SEND?* |
| We carefully plan for SEND provision through different teaching approaches and all teachers take part in Environmental Audits to ensure that classrooms support the needs of children with SEN.  For children with complex needs we record interventions on Individual Education Plans which are shared and reviewed with parents at least 3 times a year. |
| *What is the additional support for learning that is available to pupils with SEND and how is the decision made about the type and how much my child will receive?* |
| The school provides various interventions/support that meet the individual needs of the children. These interventions are detailed on our Individual Education Plans. Children who may require higher level of support have access to appropriately trained support staff and we as a school work in partnership with a range of specialist agencies and practitioners such as:  Educational Psychologists  Speech and Language Therapists  The Communication and Interaction Team  Sensory Impairment Services  The Child Development Centre (CDC- also known as Scott Hospital)  Devon Integrated Services- including Autistic Pathway |

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| *How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?* |
| We ensure the school is accessible to a person with disabilities and we are committed to make reasonable adjustments to make our school inclusive for all children. We have a disabled toilet and make every endeavour to plan activities in which all children can be included. |

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| *What support is available for improving the emotional, mental and social development of pupils with special educational needs?* |
| Tavistock Primary and Nursery School has:  Implemented the Attachment Based Mentoring Programme and we have 3 trained practitioners working with children from Reception through to Year 6.  Peer Mediators and we have adopted the ‘Conflict Resolution’ approach in our playgrounds.  Implemented regular garden days as part of our curriculum.  Play therapy with a trained play therapist.  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. |

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| *What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?* |
| All children, regardless of SEN, are aware of their next steps. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. |

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| *7} What are the arrangements made by the governing board relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?* |
| If you are not happy with the SEND provision at the school, please contact the class teacher, the SENDCO or the Headteacher to share your concerns as soon as possible.  If you wish to make a complaint about the school, please direct your grievance to the school’s chair of governors via the school office. |

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| *How does the governing board involve other agencies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?* |
| 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://new.devon.gov.uk/send>  We also access, where appropriate the full range of support services available to Devon Schools. Details of these can also be found on the Devon Local Offer website.  We also have strong links with our local Children’s Centre who work with children from 0-8 years old and their family. The Children’s Centre has a very informative website that details all the support they can offer:  <https://www.actionforchildren.org.uk/in-your-area/services/childrens-centres/west-devon-children-s-centre/>  A full range of services available in Devon, including support for children with SEND can be found at:  <https://www.pinpointdevon.co.uk/> |

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| *What are the contact details of support services for the parents of pupils with special educational needs?* |
| Parents can access support through the following websites:  Devon Local Offer Website: <https://new.devon.gov.uk/send>  Devon Pathfinder Website: [www.devonsendpathfinder.info/local-offer](http://www.devonsendpathfinder.info/local-offer)  Devon Information and Advice Service website: [www.devonias.org.uk](http://www.devonias.org.uk) |

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| *What are the school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education? (How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?)* |
| We ensure that all children undergoing a transition are supported to minimise the impact of transition on educational attainment and social and emotional wellbeing.  At 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.  At 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 Teacher and Teaching Assistants 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.  For children transitioning to Year 7, all children have a number of transition sessions arranged 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.  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. |

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| *Where can I find information on where the local authority’s local offer is published?* |
| [www.devon.gov.uk/send](http://www.devon.gov.uk/send) |