

SEND Information Report –September 2023

1. The kinds of special educational needs for which provision is made at the school.

- Roundswell Community Primary Academy is a mainstream primary school with a nursery.
- Our school aims to be an inclusive school; this means that equality of opportunity must be a reality for our children. We have a responsibility to provide a broad and balanced curriculum for all pupils, providing effective learning opportunities with relevant and appropriately challenging work at each key stage. We respond to the diverse needs of our children, supporting them to access and participate in all areas of school life.

- We make provision for pupils with a wide range of needs:
 - Cognition and Learning (CL)
 - Communication and Interaction (CI)
 - Social, Emotional and Mental Health Difficulties (SEMH)
 - Sensory and/or Physical Needs (SP)

The Special Educational Needs and Disabilities (SEND) Policy details that some pupils with

SEND may need some support within the classroom and within the differentiated Curriculum, personalising their educational opportunities to meet their needs

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The school's SEND Policy details the definition of SEND and the 'graduated response' (Code of Practice 2015) for the identification and assessment of pupils with SEND.

How does the school track my child's progress?

- **All pupils' progress is monitored** on a daily (lesson evaluations, teacher observations, opportunities for discussions with pupils and parents), weekly (planning evaluation overviews; colleague professional discussions and termly basis (Pupil Progress Meetings, Subject Leader Reports (assessment records updated)
See the school's Assessment Policy for further details.
- **Progress is shared with parents through speaking with teachers at informal meetings and more formal meetings**, during the termly Parent Meeting.

What system is in place to respond quickly to difficulties in learning?

- **The Special Educational Needs Co-ordinator (SENDco) leads inclusion**, working closely with pupils, parents, staff and the AAB to continue developing inclusive practice within the school community.
- **This system allows a quick response to difficulties in learning** as parents, teachers or outside agencies can liaise effectively with the Deputy, with efficient communication in place.
- **Parents are informed about the role of the SENDco and how to make contact if they have concerns about their child.** The newsletter regularly reminds parents about contact with teachers and the SENDco if they have further concerns about their child's progress.

What systems are in place for identifying pupils who may have unidentified needs (as opposed to missed opportunities or insufficient high-quality teaching)?

- The above sections detail the **rigorous systems in place to support difficulties within the four designated needs** according to the Code of Practice 2014 (CL, CI, SEMH, SP).
- **The SENDco will be experienced in supporting pupils with SEND and will work closely with pupils, parents, teachers and outside agencies** when further assessment

and advice is required. Parents are always consulted when further assessment is needed for identification of SEND.

- Identification of pupils with SEND are supported through the following systems:

Identification:

- Early concerns
 - Initial concerns may be raised by parents, teachers, other agencies, these concerns may link to the pupil's voice or may have been identified by the identified parties. **Parents should raise initial concerns with the pupil's teacher and these may be followed up with the SENDco, if the parent or teacher requires further advice.**
 - These concerns **may be addressed through appropriate differentiation within the classroom or through the teacher keeping a record known as Class Teacher Concern.** This record will include strategies used to target concerns and the impact of provision in place for a child. This record can be used in later discussions if concerns persist.
 - If the concerns raised, are considered by the teacher or SENDco to **meet the definition of SEND, then further action will be taken through the identification and support for pupils with SEND.**

Definition of SEND

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. (Section 20 Children and Families Act 2014)

How does the school decide when my child is having difficulties in accessing learning?

- There are a variety of measures we will use to decide if a pupil has SEND:
 - **If a pupil meets the above definition** from the information given by the class teacher and/or SENDco.
 - **Information provided by the pupil, parent, teacher, outside agency.**
 - **Assessment and monitoring information** provided on the pupil by the teacher and senior leadership team; this can involve screening and assessment systems in place across the school.
 - **Transition information** handed over by another educational setting.

What additional support is offered to a family in relation to accessing education and what are the links with outside agencies?

- **Teachers are available to liaise with parents at the start and end of the school day,** appointments for a meeting can be made during these times if further time is needed to discuss their child's access to education or their own needs in accessing the school's information.
- **The Deputy Head also work closely with families** and offer support for pupils and parents to access education. This can be through a variety of means; completing educational forms, making resources to support homework, referring on to outside agencies that may offer additional support for families.
- **The school links with advisory services and outside agencies when it is appropriate to seek further advice** and assessment to identify barriers to learning and the nature of a

pupil's difficulties; this information can be shared by home and school. The following services and agencies are accessed by the school:

- 0-25 SEND Team
- Integrated Children's Services, Virgin Care, Exeter – includes Speech and Language Service, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS)
- Babcock LDP SEND support services, including the Educational Psychology Service, Educational Welfare Service, Deaf and Hearing Impairment, Visual Impairment, Physical Difficulties, ICT and SEND, Behaviour Support Services, Communication and Interaction Team
- Specialist Teacher for Specific Learning Difficulties
- Pathfield School and Lampard Community School Outreach Service
- School Health Service and Health Visitor Team
- North Devon District Hospital: Paediatrician
- Occupational and Physiotherapy Service
- Ethnic Minority and Traveller Achievement Service
- Families in Grief (FiG)
- Early Years Consultant and Children's Centres
- North Devon Against Domestic Abuse Service with outreach services from SPLITZ and Domestic Abuse Counselling Service
- Police Community Support Officers
- Multi Agency Safeguarding Hub (MASH)
- Social Care, Tav View, Barnstaple

The SENDco at Roundswell Community Primary Academy is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- 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, alongside the Senior Leadership Team
- Monitoring relevant SEND CPD for all staff
- Managing the Inclusion team
- 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 Head Teacher 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

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
- a) how the school evaluates the effectiveness of its provision for such pupils;

How do I know provision for my child's SEN is effective?

- Quality of provision is measured through the school's systems, processes and criteria for evaluating effective provision, which include:
 - **Clear systems in place for evaluating quality of provision**, the senior leadership team reviews staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book scrutinies and evaluation of teacher planning takes place each term by the senior leadership team.
 - **Termly Pupil Progress Meetings** (teacher & SLT);
 - **Parent Meetings**, including personalised plan and reviews; **Inclusion Reviews** between teachers and the SENDco and informal meetings with parents, teachers and the SENDco evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
 - The **Deputy Head Teacher reviews attendance and exclusion data** for SEND pupils on a termly basis and this is reported to the Tarka Learning Partnership
 - The **SENDco tracks the progress** of different pupil groups within year groups, this is reported in the termly Inclusion Data Analysis report to the Head Teacher and shared with the Tarka Learning Partnership
 - The **SENDco tracks the success of specific interventions** through comparison of pre and post intervention data which is reported through the **annual Inclusion Report** to staff, TLP & AAB. This includes analysis of time limited interventions such as Language and Speech Link, maths and English intervention groups and Emotional support.
 - The **SENDco uses the feedback from the Devon SEND Evaluation Tool for Primary schools** to inform their evaluation of provision.
 - **The Inclusion Action Plan** contributes to the school improvement plan and this accounts for specific development of SEND provision and addresses any areas of weakness
 - The **criteria for evaluating the school's effective SEND provision**, is measured against Devon and national statistics of other comparable schools; outside agencies and advisory services own assessments and evaluations of progress; achievement of targets set for the pupils; parental and pupil feedback through meetings on their well-being and progress, completed questionnaires and the school council feedback.

- b) 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?

- **The school monitors the effectiveness of its SEND provision** and progress of children with SEND so that we are clear about how your child is doing (see sections 2,3).
- **Your child's class teacher is available** to meet with you each term at a formal parents' meeting. **Teachers are available** at any other time during the term, if you contact them and make a request to meet with them. If you continue to have concerns about your child's progress, then you can request a **meeting with a senior member of staff**.
- **Teachers are available** in their classrooms at the start and end of the day for brief contact to be made but if a more detailed conversation is needed then parents can use this time to request a meeting.
- **If you continue to have concerns about your child** despite raising your initial concerns to the teacher, then you are welcome to make an appointment to meet with the SENDco. The SENDco is often available at the beginning and end of the day to make appointments or contact can be made through the school office.

- For some children with SEND where their parent is unable to communicate within the above arrangements then other arrangements can be made by teachers for specific circumstances.
- **Parents are given information on their child's learning** and how to support them through 'Meet the Teacher' meetings each new school year, **newsletters**, termly **workshops**, termly **parent meetings**, opportunities to attend an aspect of their child's topic that term and an **annual report** on their child's attainment and progress.
- There are further opportunities for parents with children with SEND to gain information on their child's progress through '**Individual Learning Plan**' reviews, **Early Help review meetings**, **Annual Reviews** for children with Education Health Care Plans, the **SENDco is available** on parent evening meetings to discuss progress if parents request further information. The pupil and parent voice is recorded on personalised plans and Early Help action plan and reviews and there are opportunities within the meeting to contribute to a pupil's learning outcomes.

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

- The **SEND Code of Practice 2015** emphasises that all teachers are responsible for **high quality teaching** for all pupils with SEND.
- **Teachers are responsible for a child's learning and progress**, in partnership with parents. Further advice and guidance by the **SENDco is available to all teachers and support staff** for individual, personalised programmes of support and interventions. **Outside agencies** can also offer assessment and guidance with a child's SEND.
- **Roundswell Community School has a breadth of staff that supports children with SEND** in their learning and emotional well-being, this will always include their teacher and the SENDco. Further staff that may offer support if identified as a need by parents in consultation with the teacher and the SENDco, this may include the early years workers and teaching assistants,. The SENDco will coordinate support for children with SEND with their teacher and parents are always involved in the outcomes we are working towards.

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

What is the education setting's approach to differentiation and how does that support children?

- **We monitor teaching to ensure all pupils access high quality teaching** which takes account of pupil's differing needs, through a differentiated curriculum ensuring each child is challenged in their learning but achieves success. **Differentiated lessons** are planned and taught to match the pupil's level of learning and is part of the schools universal provision.
- **We have a consistent graduated approach to meeting pupil need** by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach. For pupils with an identified SEND, further support for learning is offered that is appropriate for the individual pupil; for example, further differentiation of teaching resources and curriculum outcomes, adapted homework opportunities, learning resources to support the identified need (IT based equipment, mobility aids, personalised visual aids), further adult support (scribe, reader, prompt, aid to mobility needs).
- **Where complex SEND are identified**, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered and advice may be sought from external specialists and agencies.
- The school makes appropriate use of the resources in our delegated budget to support children and young people with additional needs.
 - **The school will direct additional teaching assistant support into the Early Years and Key Stage 1** to support additional needs at an early stage. This supports early identification of a pupil's lack of adequate progress and an ability to respond and review individual needs. Some children may only need modifications

to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. We use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based. In the early years and Key Stage 1, the intervention that may be offered could be additional, smaller group work for fine motor skills, phonics, literacy and maths, speech and language support and Thrive. This intervention may be planned and taught by a teacher or teaching assistant.

- **In Years 1 and 2 (Key Stage 1)**, there is opportunity for children to be grouped by ability within their class for phonics, English and maths.
- **In Key Stage 2**, the children will be ability grouped for English and maths with the class teachers taking a streamed group. There will be teaching assistants in the class that will be supporting and teaching children with identified SEND. **The way in which the school spends its resources on additional teachers and using teaching assistants to support teaching within the mainstream class (EY, KS1 and KS2)**, allows children to access first quality teaching, encourages independent learning and allows the school to use staff flexibly to meet the needs of each cohort.

How does the school approach the identification of need and the matching of those needs to appropriate provision?

- **The Inclusion Policy, SEND Strategy and section 2 of this report**, give further detail on identification of need. Appropriate provision is planned for from the identified needs through:
 - **Teachers assessing the outcomes of their universal differentiated provision** to meet the needs of pupils within their class.
 - **Teachers and the SENDCo meet** as required and formally each term for Pupil Progress Meetings. This monitors identification of SEND has been matched to appropriate provision and reviews the outcomes of the provision.
 - **The teacher, SENDCo and SLT meet** each term through the **Pupil Progress Meeting** to review provision and consider changes and outcomes for pupils. This informs part of the 'review' process in the graduated response.
 - **The SENDco analysing pupils' assessment and intervention outcomes** to match provision to areas of need across the school and lead a graduated response to provision through the 'assess, plan, do, review' model (see SEND Policy).
 - **At any stage a pupil, parent, teacher or outside agency may raise a concern** about a child's progress that will be listened to by the teacher or SENDco and an appropriate plan agreed (see Identification, section 2).
- **The school uses its specialised staff** to plan for provision; the SENDco has many years of experience of being a SENDco. Staff are trained as necessary to meet the specific needs of children.
- **Identified need can also be matched to appropriate provision** through a child's personalised plan or Early Help plan. These plans allow for the pupil and parent voice to be listened to and family contributions can be made through the plans.
- **Further advice from advisory services and outside agencies** regarding strategies for developing practice and removing barriers from learning through the provision offered, can be sought through the SENDco. Referrals for outside support will be discussed with parents; the following consultations and assessments made will contribute to provision made within school.

How are the school developing their high-quality teaching?

- **The School Improvement Plan identifies developing high quality teaching** as a priority within school. **The school's senior leaders in school work alongside staff to improve teaching and learning**, through a variety of means, for example supporting planning, being observed, team teaching, leading learning walks, learning conversations.
- **The senior and middle leaders** at times, complete joint observations and book scrutiny work to ensure quality assurance
- **The staff have been able to access ongoing professional development** relating to 'outstanding teaching' and inclusion.
- **Teaching assistants receive feedback from** their individual observations from their line manager and have opportunities to be included in some whole school training (English, phonics, maths, teaching and learning, inclusion) and more specific training to their role through their own team meetings

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

How does the school adapt the curriculum and learning environment?

- **The school's Vision and Aims statement includes a core message on inclusion:**

Inclusion: To allow all pupils to access the school's curriculum and participate in all areas of Academy life
through
 - **an effective equal opportunities policy**
 - **highly inclusive and supportive learning environment**
- **The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2015)** require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.
- Some of the ways in which we provide a **highly inclusive curriculum and learning environment** are:
 - ensuring staff have opportunities for **relevant continued professional development** relating to SEND
 - teachers planning with **adaptations to the curriculum and lessons** that allow access and success but ensure challenge
 - providing **visual timetables, writing frames, using mind maps**
 - responding to outside agency advice and providing **specialised resources** where required, for example, move and sit cushions, handwriting boards, technology for support with writing
 - **focused teaching opportunities** within a smaller group
- **The school is compliant with the Equality Act 2010 and Accessibility legislation.** It is **fully accessible for wheelchair users** as there is a lift to support movement between different levels in the school. There is a disabled toilet facility for pupils and one for visitors to the school. We continue to focus on developing our accessibility and the schools' accessibility plan.

- We will make **“reasonable adjustments” to allow fair access for all users of the school**, to date some of these adjustments have included:
 - provision of a lift in school, allowing **access to the whole school site** which is split between two levels
 - provision of **adult and pupil disabled toilet facilities**
 - provision of **specialist equipment for individual pupils**; this has involved equipment that supports pupils with physical disabilities, vision impairments, complex learning and communication needs, specific learning disabilities.
 - **liaison with the Occupational Therapy and Physiotherapy Team** and equipment given to the school and some items purchased
 - **liaison with Devon LDP** for specialist equipment relating to IT, Vision Impairment
 - **liaison with the Advisory Teacher for Physical Difficulties**
 - **liaison with all medical and health professionals** including, school nurse, community nurses, CAMHS, physiotherapists, occupational therapists, speech therapists for advice relating to access to the mainstream curriculum
 - **referrals to outreach staff** at Pathfields School and Lampard Community School, for specialist teaching resources and pupil observations.

e) additional support for learning that is available to pupils with special educational needs;

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

- **Decisions made about additional support** are based upon the ‘**assess, plan, do, review**’ cycle of the graduated response for SEND support (**Code of Practice 2015, SEND Policy**). This involves parents and pupils and they can contribute to this process with teachers, the SENDco and outside agencies if relevant, through the personalised plan and Early Help reviews.
- **Funding sources:**
 - Element 1- funding for all pupils (this is set nationally by a child’s age but is then allocated by Local Authority formulas)
 - Element 2- funding for the school based upon the Local Authority formula for LCHI (Low Cost High Incidence SEND - AEN funding based on FMS6, IDACI & Prior attainment factors)
 - Element 3- funding for ‘high needs block’ for /EHC Plans
- **The funding received by the school** is allocated to sustain specific roles within school which provides additional support for pupils with SEND - see appendix 1.
- **The SENDco will liaise with the Class Teachers for Y1-6 and the year 2 and 6 teachers** to arrange access arrangements for children with SEND. The school will **comply with the Department for Education’s Access and Reporting Arrangements requirements.**
- The **SENDco will keep a record of provision across the school**, detailing provision within school.

f) how the school enables 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 and;

How will my child be included in activities outside the school classroom including school trips?

- **All parents and pupils have access to their class opportunities** for school clubs, trips and residential which are sent out to parents via the school office. All pupils with SEND will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.

- **The member of staff responsible for the planned club**, trip or residential will complete a risk assessment for the organised activity and as part of this plan, will **identify children with SEND** that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given. During this planning, the member of staff responsible will **liaise with parents, child's teacher and SENDco** if specialist provision is to be made.
- **The SENDco will work with the staff member, the provider, the Residential Coordinator, parents, pupils and sometimes outside agencies** to support the pupil's access to activities for their class.
- **The school provides a high level of staffing at break and lunchtimes** to ensure pupils with social vulnerabilities are supported to engage with their peers or are given the option to, if they chose to do so. Some pupils prefer to spend time alone, playing alongside or on the outskirts of the playground as this is relaxing for them; these pupils are always identified and monitored to ensure this is the best provision for them. The school has provided a Buddy system to support children with social, interaction needs. The SENDco liaises regularly with the Meal Time Assistant Supervisor and with the Teaching Assistants and Meal Time Assistants that support children with SEND. The SENDco provides information on Children with Additional Needs to all staff members on Non-Pupil Days and throughout the term so that all staff are aware of children with SEND and healthcare needs across the school. We also offer a 'Huddle' additional provision at lunchtimes to ensure a quieter space for children whom staff identify as finding the playground overwhelming due to sensory needs.
- **The teaching assistant team** is directed to work so that their hours are targeted to support children with SEND and this includes the beginning and end of the school day. This can involve support for the transition into school, having handovers with parents or from local authority transport.
- **Children with SEND are actively encouraged to contribute to all parts of school life**, The children are supported in these many and various opportunities through a variety of strategies, the main ones being that they can contribute to planning their inclusion in these events and that at times, parents, teaching assistants or teachers may support them to achieve their goal. The ethos of the school is that all staff support, encourage and expect children with SEND to contribute to all parts of school life.
- **The SENDco, SLT and TLP are responsible for ensuring that the school carries out its duties under the Equality Act 2010.** The **SENDco monitors pupils** with SEND engagement in extracurricular activities and identifies any action points within strategic planning. These are then discussed with the SLT and shared with staff through the Single Equality Scheme and School Improvement Plan.

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

What support will there be for my child's overall well-being?

- **Teachers are responsible for the day to day care pastoral care of all pupils** in their care. If the well-being of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless the concern is a safeguarding concern that may put the pupil in danger.
- If there is a **child protection concern raised about a child** then the **Designated Safeguarding Lead, or Deputy Safeguarding Lead**, will act upon the concern following the school's **Child Protection and Safeguarding Policy**.
- **Each class will develop systems for children to share their worries**; that the pupils will be aware of and can use to access help and support from their teacher. The pupils can talk to any member of staff they are comfortable with about an emotional, mental health or social problem they may have. The children have regular assemblies and PSHE lessons on looking after their well-being and strategies given for taking care of themselves with the support from others.

- **The school will have access to a Learning Mentor** in the future and this role will provide further emotional, social and mental health support for pupils; they will be the school's Emotional Well-Being Champion. This will be done through a referral process in school and can be accessed through the pupil's teacher, the Learning Mentor, SENDco or contact through the school office. There are many reasons for referrals, some of which are:
 - Family bereavement or separation
 - Transition difficulties
 - Attendance concerns
 - Friendship difficulties
 - Changes in behaviours
 - Young carers

Referrals are not limited to a specific category and arise out of a need that often pupils or families will approach the school with and ask for guidance, advice, support and to work in partnership with the school to support their child/children.

- **The Learning Mentor will work closely with the SENDco and other agencies** (see page 5) and can offer support to pupils and families through attending meetings out of school. The Learning Mentor will have experience of planning and delivering social, emotional, mental health and well-being intervention programmes, liaising with families to offer action plans for home use, supporting the work that is completed with a pupil in school.
- **The school can contact the Early Help Team** who may also offer help and support to pupils and families through **Early Help intervention, multi-agency working with families**.
- The school's **Promoting Positive Behaviour and Anti-Bullying Policy** which all provide further information on pastoral care in school.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- **The pastoral support team within school** for a child provides support for behaviour; this will include the **pupil's teacher, SENDco and the SLT** and possibly a teaching assistant.
- **Parents are encouraged to work with the school** to support a pupil's behaviour and this can involve creating a personalised Individual Behaviour Plan or Co-regulation plan together and engaging with **Early Help intervention**. Further services can be accessed through engaging with **Early Help intervention**; for example, the Behaviour Support Services, CAMHS and Educational Psychologist.
- **The support offered for behaviour and avoiding exclusions** would be based upon a pupil's individual needs but would offer:
 - **Support in class** as needed to support a pupil to settle into a good pattern of behaviour.
 - **Support offered to the teacher** through working alongside the SENDco and external agencies with strategies to maintain improved behaviour.
 - **Support offered to the parent** to share consistent approaches and strategies for managing a pupil's behaviour at home and in school; this could involve the parent and school working with outside agencies to support a child's behaviour through **Early Help intervention**
 - **An Individual Behaviour Plan and Behaviour Care Plan** if required, this would share a pupils' strengths between home and school, building on success and addressing concerns for development. A reward system linked to a behaviour expectation of reward and consequences would be set up with the pupil, parent and school staff.
 - If an **exclusion** has occurred, then the **SENDco and a member of SLT would meet with the family** and often a Local Authority representative and a **Support Plan** would be put in place for the pupil. Then the above areas of support which are likely to already be in place would be continued to be assessed, planned, acted upon and reviewed.

- The school will consider a **managed move to another setting** if it was felt this was in the child's best interest and suited their needs.
- The **support and usual practice offered for increasing attendance** is that the Deputy Headteacher or Head Teacher would meet with a family to discuss the concerns. A referral to the Learning Mentor or the Education Welfare service by the school if further support is required. Further information can be found in the Attendance Policy.

How does the school manage the administration of medicines and providing personal care?

- **The SENDco leads the support for children with medical needs** and liaises closely with the school health team to organise a **Health Care Plan** for any child that has complex medical needs.
- **If your child needs to have prescribed medicine within the school day**, then contact the office to complete the permission form for administering medicines in school.
- **If your child has asthma** there is a school policy that will give further detail but **contact the school office to complete the asthma plan and you will be informed on a daily basis when your child has had their inhaler in school.**
- **The SENDco will liaise with you** and complete a **Toileting Plan/Intimate Care Plan** if your child has personal care needs that will impact on their school day.
- **Please see the schools' Medical Policy** for further information.

How does the school ensure the safety of the children/ young people? How are the children/young people able to contribute their views?

- **Detailed information** can be found in the **school's Safeguarding and Child Protection Policies.**
- Some ways in which the school ensures the safety of children are:
 - There are **anti- bullying assemblies, annual e safety education for children and families and visiting NSPCC** who discuss safeguarding within the family. Assemblies also inform pupils how they can support their concerns both at home and school.
 - **Outside agencies** such as RNLI, Fire safety, NSPCC as well as day to day safety advice. Children are encouraged to take risks and manage them from nursery to Y6.
 - **Pupil surveys** and the **Champions for the Children** will **allow children to contribute their views**, alongside daily feedback in relevant lessons. The evaluation of surveys supports the view that children feel safe. There are **security arrangements in place for the grounds and building** and these have recently been reviewed **The school has a security risk assessment in place.** Visitors have one entrance and are supported by a member of staff.
 - **Suitable risk assessments are provided for on and off-site visits** and especially for residential visits. Contacts with groups are maintained 24hrs whilst off site. There are supporting policies in place for such excursions. Whilst planning for residential visits, the SENDco liaises with the child/children and families if there are more complex needs and supports the planning process and risk assessment for the residential.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

What are the contact details for the school's SENDco?

- **The SENDco is Lizzy Toon. For further information please contact the School Business Manager on 01271 443120 or email admin@roundswellprimary.devon.sch.uk**

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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

- Page 5 details the **specialist services** that may be accessed through school and page 10 the expertise of staff within school to support pupils with additional needs.

What training have the staff supporting SEND had or what training are they having?

- **The SENDco attends relevant training each year** and TLP Inclusion groups.
- **The staff have a rolling programme of training relating to SEND and the School Improvement Plan priorities**; a recent focus has been on supporting children ASD. The support staff (teaching assistants) are invited to key SEND training and have their own programme of SEND training relevant to their own role.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

- **The school building is fully accessible for wheelchair users**, with a lift supporting access to the two levels within school and a pupil and visitors disabled toilet. The school was designed with wheelchair users accessibility, for example, width of door and corridor areas, level sites and playgrounds, ramped access to main entrance ensuring outdoor and indoor areas are accessible to all, including all fire escapes and emergency areas. **See the Diversity Policy** for further details of accessibility.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

- **Parents are involved in the school in a variety of ways:**
 - **attending parent workshops and open mornings**
 - **attending their child's class curriculum, parent invitation**
 - **volunteering in school**- listening to readers, being invited in as speakers for a specialist area or area of interest to them that links to the curriculum or supporting events in school, for example the school discos and summer fayre
 - **supporting pupils** on trips and activities within school
- If you would **like to get involved further with school life**, there will be a variety of people you will be able to **contact through the school office**;
 - The school will have a member of staff who leads the organisation of volunteers in school and will provide the paperwork for a Disclosure and Barring Service check for all interested volunteers.
 - The school will have a member of staff who leads family learning and organises termly events for families to engage with school.
 - There is a **display of all staff photographs and names on the school website.**

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- **Children attend meetings or have an advocate** for them at a meeting, depending on the appropriateness of the meeting and the age of the child; for example, at meetings for personalised plans, Early Help reviews and annual reviews
- **The child may share their views with a chosen member of staff**, teaching assistant, learning mentor or class teacher to represent them at the meeting
- **There are various ways in which children's views are collected** within school Pupil voice in school; **school council, subject audits, Y6 exit questionnaire, SEND consultation**

9 Any arrangements made by the Tarka Learning Trust relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- In the first instance, **parents should ask to meet with their child's teacher or the school SENDco**. If the matter is not resolved, they can ask to **meet with the Deputy Headteacher or Head Teacher**. Following this, 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**, if this matter relates to an issue outside of the Academy's regulation please **consult with school staff so that they can refer the concern to the relative body e.g. Local Authority, Devon Information Advice and Support for SEND**.

10 How the Tarka Learning Partnership Trustees involves other bodies, 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.

- There are a variety of ways in which the Tarka Learning Partnership Trustees meets the needs of pupils with SEND:
 - **Commissioning services for the Academy-** for example Educational Psychology, Behaviour Support Service.
 - **Reviewing the effectiveness of the service delivered** on an annual basis.
 - There is a **nominated Trustee for SEND and child protection** so they oversee SEND and child protection in school.
 - **The TLP is part of the recruitment and appointment of the SENDco**
 - **The Trustees oversee the School Improvement Plan** which refers to **training planned for staff relating to SEND**.
 - **The Trustees have opportunities to review policies, including the SEND Policy, SEND Information Report and Disability Equality Policy and Scheme.**

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- **On the school website there is information for parents**, including information on **Devon Information Advice and Support for SEND** devonias@devon.gov.uk
- **At parent meetings in school, through meetings with the SENDco or Learning Mentor, parents are signposted to agencies that can offer support for families.**

12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

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?

- There are transition arrangements in place to support children joining and leaving the school. For example:
 - **In the early years, on Tapestry we ask parents to complete "All About Me"**
Parents are encouraged to visit the school and meet with relevant staff to discuss their child and any needs we need to be aware of. Parents will also be invited in to a 'meet the teacher' **meeting**. Children are invited to their new Reception class for transition visits, before their starting date.
As the school continues to grow these transition arrangements will be developed.
Children throughout the Key Stage 2 will be involved in activities with other schools
In year 6, all children have opportunities to visit their new school, the secondary staff will also visit the children at our school.
For vulnerable pupils transferring to The Park Community School, they attend a transition group for six weeks to help support them in their strengths for secondary school and also to allow them an opportunity to address any concerns or anxieties. Children are identified for the group by staff, parents or self-referral. This work continues into year 7 when the same Park member of staff meets with the children as necessary to smooth their transition.
 - **For other secondary schools**, Pilton Community College, South Molton Community College, West Buckland or another setting, **the SENDcos from both schools work together to offer a personalised plan of transition**, where it is required.
 - **The SENDco will liaise with the relevant secondary school SENDco (Lampard Community School, Pathfields School) and parents, for children with complex SEND.** SENDCOs are invited to annual reviews from year 5 and if the child does not have an Education Health and Care Plan then the SENDCO will discuss with parents and agree if a transition meeting should be held with the secondary SENDco. Children are given additional visits and a personalised programme of transition to meet their needs, in liaison with the secondary SENDco.
 - For mid entry transitions, if a child has complex SEND, the SENDco invites parents to an initial meeting to discuss the transition information shared from the previous school and the parents' views of their child's educational progress and SEND.

13 Information on where the local authority's local offer is published.

- **The Devon Local Offer's website is published at:**
<https://new.devon.gov.uk/send/>