



Special Educational Needs and Disability Policy

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Context
<p>This policy was developed in consultation with parents / carers, staff, pupils of the school community and pays due regard to;</p> <ul style="list-style-type: none"> • The Special educational needs and disability code of practice: 0-25 years <i>Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities</i> January 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
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<p>This policy will be reviewed annually</p>

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy is in line with our teaching and learning policies and Equality of Opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

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 provision is made for those who need it.

West Exe School will do its 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 governors of West Exe 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.

School Admissions

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **MUST** consider applications from parents / carers of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

- **MUST NOT** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **MUST NOT** refuse to admit a child on the grounds that they do not have an EHC plan

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure that all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of West Exe School reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the relevant stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medication Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs and Disabilities

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. West Exe School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

West Exe School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is '**additional to or different from**' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need and / or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning (C&L)

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts, even with appropriate differentiation. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are

likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)**
- **Profound and multiple learning difficulties (PMLD)**

Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

West Exe School has clear processes on supporting students with SEMH and managing the effect of any disruptive behaviour so it does not adversely affect other pupils. West Exe School upholds The Department for Education publication guidance on 'Managing pupils' mental health and behaviour difficulties in Schools (2016).

Communication and Interaction (C&I)

Children with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and Hearing Impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disability Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in **Appendix A**.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly to their identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour/emotional support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – **Assess, Plan, Do, Review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs, or for whom a more frequent cycle needs to be employed, additional meeting dates will be set up.

Assess, Plan, Do, Review Cycle



Graduated Response

ASSESS

In identifying a pupil as needing SEND support the class teachers, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teachers' assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to inform assessments.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

PLAN

Parents/carers, with their child, will meet with the class teacher and the SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a 'Learning Plan' with a date to review the plan. The date for review will depend on the level of need present.

The Learning Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Learning Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS, ClassCharts and Provision Maps.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The Learning Plan may involve a contribution by parents/carers to reinforce learning at home. Where appropriate, the Learning Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need). West Exe School will also tell children, parents and young people about the local authority's Information, Advice and Support Service.

So, if it is agreed that a pupil requires SEND support, all parties meet and develop a Learning Plan detailing the support which will bring about the next part of the cycle –

DO

The class or subject teachers should remain responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the class teachers in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

The class teachers are responsible for the daily implementation of the Learning Plan and will contribute to further review meetings

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps.

Where appropriate, other agencies will be asked to contribute to this review.

Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review. This will be agreed at the initial TAF (Team Around the Family) meeting.

This review will feedback into the analysis of the pupil's needs, then the class teachers, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Where a pupil has an EHC plan, the local authority **must** review the plan as minimum every twelve months. Schools **must** cooperate with the local authority in the review process, and as part of the review.

Removal from SEND Register

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from West Exe School's SEND register and placed on a monitoring list.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the Learning Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so West Exe School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's Quality Assurance (QA) assessment and data calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At West Exe School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo at least twice a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from **Independent Information Advice and Support services, including Devon Information Advice and Support(DIAS) telephone: 01392 383080, email: devonias@devon.gov.uk**. They are able to provide free, impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the **Devon County Council Local Offer website www.devon.gov.uk/send**. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families, in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. West Exe School has both an appointed member of staff and a governor for Looked after Children. At West Exe School the Designated Teacher (DT) is the SENDCo, Jessica Baker and the governor is Mike Hickie. The SENDCo / DT, Governor and Safeguarding Lead work closely together to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

Pupil Voice

West Exe School hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review or termly Personal Education Plan (PEP) meeting, as part of their pupil progress meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. West Exe School's SEND Information Report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

SEND support at West Exe School includes the planning and preparation of Key Stage to Key Stage 3 working closely with Assistant Headteacher, Nicky Lewis Transition Lead, preparing for adulthood through EHC Annual Reviews and Post 16 Enhanced Transition with Maria Masters and Careers South West.

Training and Resources

Allocation of resources

- 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 each year group; 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 differentiated 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.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in training sessions when Quality First Teaching is addressed.
- The SENDCo and other members of staff provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the Performance Management process and Performance Management targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching Assistants are engaged in an ongoing training whereby the role of the teaching Assistant is developed, through termly observations and appraisals.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. asthma, diabetes or anaphylaxis) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

West Exe School is provided with resources to support those with additional needs, including pupils with SEND. Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget using the Graduated Response to SEND support for universal provision.

Pupils in receipt of an EHC who require an exceptionally high level of support that incurs a greater expense, the school can make a request MAIN 1, MAIN 2 or MAIN 3 funding through the allocation process. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this, as well as demonstrating why further additional funding is required and how it would be used.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher, SENDCo and SEND Governor, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and Disability.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENDCo.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their Accessibility Plan showing how they plan to improve access progressively over time.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND. The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs. The SENDCo is part of the senior leadership team.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- 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
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs and disability.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching Assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.

Long and short term Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the TAF process through Right for Children.

For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Please see the school's Medication Policy for further details.

Children in Hospital

The SENDCo is responsible for ensuring that pupils with health needs have proper access to education and will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. medical agencies, Hospital School, Schools Company.

SEND Information Report

Governors have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND. The SEND Information Report can be found in this policy - [Appendix B](#). The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found on the school website in the SEND Policy.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school has disabled toilet facilities. West Exe School works hard to develop their accessibility and the school's Accessibility Plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix A: Quickchecker

Y/N?

Communication and interaction	
<i>There are concerns about...</i>	
the student's attention and/or listening skills – their ability to engage successfully with language	
the student's receptive language – their ability to understand spoken language	
the student's expressive language – their ability to use language to communicate with others	
the student's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
the student's ability to make him/herself understood out of context	
the student's social communication – their ability to use language appropriately and successfully in social situations	
the student's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
the student's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
the student's social development e.g. capacity to 'share interest' and/or 'share attention'	
the student's rigidity of thought e.g. ability to manage changes in routine	
the student's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
the student's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

Cognition and learning	
<i>There are concerns about...</i>	
the student's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
the student's performance levels i.e. they are below the level within which most students are expected to work	
the student's indicative formal test scores are below expected levels	
the student's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy	
the student's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
the student's attitude and/or approach to learning which is restricting access to the curriculum e.g. student is demotivated, disorganised or lacks independent learning skills	

Social, emotional and mental health*There are concerns about...*

the student's learning behaviour, which is negatively affecting the student's and/or peers' access to the curriculum	
the student's social behaviour, which is negatively affecting the student's and/or peers' access to the curriculum	
the student's emotional wellbeing or mental health, which is negatively affecting the student's and/or peers' access to the curriculum	
the frequency with which the student reaches the limit of normal school sanctions	

Sensory and physical*Areas of concern...*

the student presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
the student present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
the student presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
the student presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
the student's physical skills/needs are affecting their learning and/or access to the curriculum	
the student's medical needs are affecting their learning and/or access to the curriculum	

Quickchecker Summary

Please indicate areas of concern identified by school, parents and student.

Area of Need	School Concern (Date & comment)	Parent Concern (Date & comment)	Student Concern (Date & comment)
Communication & Interaction			
Cognition & Learning			
Social, Emotional and Mental Health			
Sensory & Physical			

At this point it is important to consider other possible contributing factors such **as EAL, poor attendance or safeguarding** issues.

If you believe the student may have SEN proceed to **Assess**

SEN Information Report

An ambitious and inclusive Trust of Schools

The Ted Wragg Trust has the **highest expectations** for every child, every day, with **social justice** at our core. We are determined for everyone to fulfill their **greatest potential**, to be **the best that they can be**. Our inclusive Trust has a relentless commitment to help **transform lives** through learning.

Strengthening our communities

The Trust invests its energy and resource to help build **optimistic** and **resilient communities** and relishes the responsibility to grow **exciting futures** for all. We are committed to furthering **social justice** and providing **fairer** and more **inclusive opportunities**.

Excellent Education

The Ted Wragg Trust puts **children at the centre** of all we do. We deliver a **high quality, knowledge rich** and **inspiring curriculum**. Our caring and inspirational team, work together to equip students with the knowledge, skills and experience to become **compassionate** and **courageous citizens**, determined to make the world a better place.



Every Child Succeeds

Social justice; transforming lives through learning.

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

Statement of Intent

At West Exe School, we believe all children deserve the very best possible start and we aim to enrich the lives of all our students. West Exe School is a mainstream school. Approximately 18.5% of the pupils in the school are currently identified as having SEND (2.9% have an EHCP). The most common needs in the school are: ASD, SEMH and Moderate Learning Difficulties MLD.

All children with Special Educational Needs and Disabilities (SEND) are welcome at West Exe. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. West Exe School is a fully inclusive school providing a caring and supportive learning environment and a knowledge rich curriculum enabling students to achieve their potential.

Parents/Carers and pupils are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets.

The School uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEN to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENDCo who is part of the Senior Leadership team and who has completed the National Award for SEN Coordination.
- Have a named Governor for SEN.
- Have a SEN Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEN peer reviews.
- Ensure pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting children with SEN:

- First, all staff are aware of the SEN students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEN is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.

- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN pupils.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

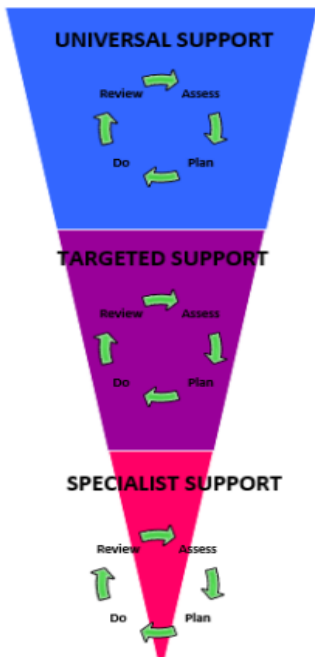
Special Educational Needs Coordinator (SENDCo)	Emma Randall Emma.randall@westexe.devon.sch.uk
Staff member with overall responsibility for pupils with Medical Needs	Emma Randall Emma.randall@westexe.devon.sch.uk
SEND Governor	Allan Hart
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information advice and Support (DiAS) https://devonias.org.uk/ 01392 383080 devonias@devon.gov.uk

Implementation

Questions	School Response
What kinds of special educational needs are provided for at West Exe School?	<p>West Exe School is a mainstream, inclusive Secondary school for children aged 11-16 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Children on the Autistic Spectrum

	<p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, • Or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. <p>Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENDCo coordinate this work across the whole Academy. All children are different so every child is unique with their learning journey. Teachers continually monitor the progress of pupils which is recorded at scheduled assessment and data periods throughout the academic year. Class teachers and teaching assistants can discuss any concerns they have as and when needed with the SENDCo and inclusion team.</p> <p>There are many ways that we may identify a SEND for example:</p> <ul style="list-style-type: none"> • Liaising with all primary providers and other primary schools to ensure that information on children transitioning into West Exe School is shared effectively. • Teachers carry out regular assessments, so that they are able to quickly identify any student who is experiencing particular difficulties. • Parents may raise concerns about their child. • Other professionals working with a child outside of the School may raise concerns or highlight a specific need. • Pupils views • Review attendance and exclusion data for students with SEND <p>Pupils at West Exe School have their academic progress tracked through regular data and reporting cycles. Where these identify concerns with academic progress, concerns will be discussed with Learning Area Team Leaders, Heads of Department and the Senior Leadership of the school and adjustments made to their provision by the relevant departments. Where these do not have the necessary impact, concerns will be passed on to the SEND Team for further investigation and support. We are likely to conclude that a pupil is having difficulties accessing learning if their learning is significantly behind age related expectations or the target grades projected from their prior learning and assessment for more than one data cycle.</p> <p>Outside of academic work, there may be other signs that pupils need additional help and support or have unidentified needs and so we also carefully monitor pupils' behaviour and consider how they are presenting more generally in school. For example, their social skills or apparent emotional wellbeing, safeguarding information, attendance, health information or</p>

	<p>feedback directly from parents/carers or from the pupils themselves are monitored in order to ensure that we consider other possible underlying symptoms or signs of additional need. We use screening tools such as reading and spelling test information; Boxall profiling; Strengths and Difficulties Questionnaires and similar to more precisely identify and target need.</p>
<p>How does West Exe School evaluate the effectiveness of the provision for children with SEND?</p>	<p>Subject leaders and the SENDCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, work trawls.</p> <p>The effectiveness of interventions are measured on a Provision Map. Interventions will be monitored by the Inclusion/ learning support team and SENDCo and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through the 'Team Around Me' process or an 'Early Help Assessment', the multi-agency team working with the child will meet at regular intervals to review progress against outcomes.</p> <p>Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Emma Randall will report regularly to School Governors and where possible will attend meetings and reports to the Governing Body.</p>
<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>At West Exe School, we track and analyse children's progress at assessment points throughout the academic year. Pupils who require additional support are raised at weekly meetings with heads of year, designated safeguard lead, the SENDCo and members of SLT. This helps to ensure early identification of need and provide the appropriate support for the student.</p>

	<p>Where specific needs are apparent, West Exe School has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.</p> <p>There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.</p> <p>For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p> <div data-bbox="459 539 1422 1205">  <div data-bbox="778 539 1422 1205"> <p>Universal Support, typical pupil characteristics:</p> <ul style="list-style-type: none"> • Pupils operate broadly within the expected range of abilities for their age, but their progress/development may occur at a somewhat slower pace than that of other pupils. Barriers to accessing education are supported. • Pupils remain part of the mainstream teaching timetable for all activities • Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs <p>Targeted Support, typical pupil characteristics</p> <ul style="list-style-type: none"> • Pupils' progress with learning and development is at a very slow rate and additional support is needed to achieve this. There are identified barriers to accessing education. • Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers • Interventions and/or provision (group or individual) have been identified <p>Specialist Support, typical pupil characteristics:</p> <ul style="list-style-type: none"> • Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Barriers to accessing education are challenging and persistent. • Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice </div> </div>
<p>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</p>	<p>We have a highly ambitious and broad curriculum and we expect our SEND students to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's knowledge rich curriculum. All students with SEND have a pupil passport which is shared with teachers to help support their learning helping them to access the curriculum.</p> <p>We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our School. Our highly skilled teachers will use techniques such as scaffolding to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND students' needs, starting points and aspirations.</p> <p>All teaching staff and teaching assistants are provided with information about individual pupil's needs via a Pupil Profile, which is written by the SENDCo and which draws on information from a range of sources, usually including previous Reports from external agencies, relevant test results, previous school reports, and parent and student feedback. The Pupil Passport gives information about needs but also strategies which can be used in the classroom to support those needs. Teachers are expected to differentiate their teaching to suit the needs of the pupils in their lessons and in some cases, classes may be set to better accommodate this. Teachers are expected to regularly give feedback about students with SEND and this is used to inform the plan, do, review cycle, in discussion with parents, and usually, the students themselves.</p>

	<p>Teaching of pupils with SEND is considered in learning walks, data analysis, feedback from students and parents, and through work scrutiny, to ensure that students are receiving appropriate and effective teaching and support.</p> <p>What would high quality targeted classroom teaching look like for my child?</p> <ul style="list-style-type: none"> • Teachers would have the highest possible expectations for your child and all pupils in the class • That all teaching is built on what your child already knows, can do and can understand • Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn. • Your child's teachers will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress <p>The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants.</p> <p>Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the pupil themselves.</p> <p>We are fully committed to ensuring that the West Exe School is accessible to all children and will always be happy to discuss individual requirements where necessary. West Exe School has a number of ways in which it is accessible to all:</p> <ul style="list-style-type: none"> • Designated disabled parking spaces in the main car park • Accessible toilet facilities • A lift situated on the lower level to provide access to the upper level • West Exe grounds and outdoor learning areas are accessible for all children. <p>Please see our Accessibility Policy for further details.</p>
What additional support for learning is available to pupils with special educational needs?	<p>When a child has been identified with special educational needs, teachers will ensure that the child can access the curriculum appropriately using quality first teaching and a personalised learning approach.</p> <p>The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the student e.g. writing slopes, pen/pencils grips or easy to use scissors, reading pens, laptops, tablets.</p>
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips.</p>

<p>What support does the school provide for improving emotional and social development?</p>	<p>All our staff know and care about all the children and their needs. Our carefully planned induction process ensures that through meetings with feeder primary school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children. The two day induction process also helps to enable a easier transition from primary to secondary school.</p> <p>West Exe School offers a variety of pastoral support for children who may be encountering emotional difficulties. There is a wellbeing hub where students can go at social times as well as having small group and one to one sessions.</p> <p>Our Positive Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication. For children who may have complex social and emotional needs, a Protect, Relate, Regulate and Reflect support plan may be put in place in agreement with parents and professionals.</p> <p>The school is a very calm environment because of the clear routines and structures in place across the school.</p> <p>The use of the reset room ensures that learning can take place within the classroom with very little distraction or disruption.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally.</p> <p>We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>Teachers are given professional development in areas of relevance to SEND and in response to their own prior knowledge and the school's priorities for supporting SEND. As well as INSET, staff are able to draw on a bank of advice and resources from the school's Intranet and through consulting the SEND team.</p> <p>We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. The SENDCo has the National Award for Special Educational Needs and Disabilities qualification.</p> <p>The SENDCo attends termly SENDCo updates to keep abreast of current legislation and practices.</p> <p>We may also, with parental permission, refer to external agencies such as the Educational Psychology Service, Communications and Interactions Team, Speech and Language Service, Occupational Therapy, School Nurse and similar for further specialist assessment and guidance.</p> <p>Additional support we may use includes:</p> <ul style="list-style-type: none"> • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • Multi-Agency Support Team (MAST)

	<ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Barnardo's • Social Care • Learning Mentor • Art Therapist • Outdoor Learning Therapist • Health Visitor
How do we secure the equipment and facilities needed to support pupils with SEND?	<p>The SENDCo oversees the SEND budget and commissions services, such as our speech therapist and Inclusion teacher to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo, for example buying Reader pens to support identified students.</p> <p>We work closely with Occupational Therapists and acting on advice from them, a number of pupils have access to learning aids such as writing slopes, ergonomic pens, wedge cushions or pencil grips. Other pupils have been enabled through the use of tablets and or laptops for recording their learning.</p> <p>Our schools are wheelchair accessible from certain points (an old building which has been adapted) and we have disabled toilet facilities and a wet-room shower facility. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
How do we consult with the parents of children with SEND and involve them in their child's education?	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. If there are concerns contact will be made via a phone call initially. There may also be parent meetings and meetings with other professionals. Arrangements can be made to speak in more detail to their subject teachers, Teaching assistants or SENDCo.</p> <p>Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p>
How do we consult with children with SEND and involve them in their education?	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, teaching assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENDCo spends time with individuals to gain their thoughts as part of the annual review.</p>

	Children are helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers.
What are the school's arrangements for handling complaints from parents of children with SEN about provision?	<p>If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to head of year or SENDCo. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Mrs Randall is the Special Educational Needs and Disabilities Coordinator (SENDCo). If you have any concerns regarding your child's learning, she can be contacted directly via email or phoning the school. If you would like to make a complaint, then please follow the West Exe School Complaints policy.</p>
How do we involve outside agencies in meeting children's SEND and supporting their families?	<p>We have established relationships with outside agencies including the Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>
How will children be supported when moving to a new class or when joining or leaving the Academy?	<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p>On entry:-</p> <p>Starting in year 7</p> <ul style="list-style-type: none"> • Transition days are generally arranged for pupils with SEN depending on need. This may include a tour of the school, meeting the SENDCo and/or SEND support team. • Accompanied visits and tours of the school may be arranged prior to the two days induction. • A two day induction process in year 6 gives students the opportunity to meet their peers and teachers, familiarise themselves with the school and feel more at ease when joining in September. • Additional visits are arranged if needed Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine • Key information is shared with SENDCo's of feeder school to ensure a deeper understanding of needs and pupil passports can be written and shared ready for the induction days. • If pupils are transferring from another school mid-year, the previous school records will be requested immediately. <p>Transition to the next Key stage</p> <ul style="list-style-type: none"> • In preparation for KS4 students with and ECHP will have additional support in choosing their options. • Time is dedicated to ensuring all pupils are aware of their option choices.

	<p>Transition to post 16</p> <ul style="list-style-type: none"> • Students will have opportunities to visit their post 16 provision prior to starting • Conversations with relevant post 16 support will take place for pupils with SEND • Parental and student meetings will take place to help prepare students with EHCP for post 16.
Where can I find out more information regarding on the services available for children with special educational needs or disabilities?	<p>Please see the Devon Local offer for more information</p> <p>https://www.devon.gov.uk/education-and-families/send-local-offer/</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278)</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>
Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	<p>The Class Teachers are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary. • Personalised high quality teaching of your child • Ensuring that the School's Information report and policy is followed in their classroom for all pupils with SEND <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the Schools SEND Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: <ul style="list-style-type: none"> I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing] • liaising with all other professionals who may be coming in to school to support your child • Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress. <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for pupils with SEND. • The Headteacher will make sure that the governing body are kept up to date about issues relating to SEN. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure the necessary support is given for any child with SEND that attends the school.

Impact

What has gone well this year?
(Review Due July 2022)

