SEND Information report

2025/26 Highampton School

Our SEND information report provides details of what Highampton Primary Schools do to help students with Specific Educational Needs (SEND).

With the introduction of the SEND Code of Practice 2014 (amended 2015), all schools publish information on their website about the implementation of the setting's policy for pupils identified as having a SEND. The published information is updated annually.

Within the Hub , we seek to support the inclusion of all of our students, whatever their need, and we are committed to working together with all members of our school community.

We welcome your feedback and future involvement in the review of our offer, so please feel free to contact the SENDCo (Special Educational Needs and Disabilities Coordinator), **Beverley Pickett-Jones** .

EMAIL: bpickettjones@dmatschools.org.uk

Parents/carers are encouraged to seek help and advice from independent information advice and support services, including Devon Information & Advice for SEND (DIAS). DIAS are able to provide impartial and independent advice, support and information on special educational needs and disabilities – this link is on the SEND section of the Cluster Schools' websites.

Parents/carers are also encouraged to visit the Devon County Council website to view their Local Offer. The Local Offer provides information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information. A link for Devon's Local Offer is found in the SEND section of the Cluster Schools' websites.

The staff and governors of Highampton schools will 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. Foundry Hub schools aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils.

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.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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. Highampton schools regard pupils as having a Special Educational Need if they:

Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;

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

Aims of our provision regarding pupils with special educational needs and/or disability.

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory and / or physical.

- To request, monitor and respond to parent/carers' and pupils' views to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of pupils.

• To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The kinds of SEND that are provided for in our schools.

Communication and Interaction needs.
The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times in their lives.

- Speech, language and communication needs (SLCN) - includes difficulties in expressing themselves or understanding what others are saying.
- Autism (ASD) - difficulties with social communication, making friends, relating to adults (can include related Sensory and mental health needs).

Cognition and Learning.
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Specific learning difficulties (SpLD): 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)
- Developmental Delay. Global Developmental Delay, Pervasive Developmental Delay
- Auditory Processing Delay, Central Auditory Processing Delay, Neuro Develop=mantal Delay and DAMP (Deficit in Attention, Motor Control and Perception)

Social, Emotional and Mental Health Difficulties.
Children and young people 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. They can also include anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Behaviours may reflect underlying mental health difficulties or reflect the way a child is coping with a current loss or trauma. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Attachment Disorder
    - FASD (Foetal Alcohol Syndrome Disorder)

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

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)

• Multi-Sensory impairment (MSI - sometimes referred to as Deafblind)
• Physical disability (PD).

The kinds of SEND that we cater for within the Highampton School.

The Highampton SENDCo tracks the differing needs of students by using a document known as the SEND Audit. The SEND Audit outlines how many students are identified as having a SEND, what year group and school they are in, their prime SEND and any additional SEND that student may have.

Highampton School will ensure that the necessary provision is made for ***any*** pupil who has special educational needs or disabilities. No pupil will be refused admission on the basis of his or her special educational need. In line with the Equality Act 2010 (updated 2014), we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

School policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO

Provision for students with SEND is the responsibility of all staff within the school and it is the SENDCo's role to coordinate that provision. If you are concerned about your child and think they may have a SEND, please contact the SENDCO, Beverley Pickett-Jones or Emma Winter who is assistant SENDCO Highampton School.

Students may not be making expected progress for a number of reasons. They may have been absent from school, or have attended a number of schools and therefore have not had a consistent chance at learning. The student may not speak English very well or at all (though English as an Additional Language is not counted as a SEND). It could be that the student has a challenging set of circumstances to face outside of school and are not in the right emotional state to learn effectively. This does not mean that all vulnerable students have a SEND and only those students with a learning difficulty that requires special educational provision will be identified as having SEND.

Our first response to supporting SEND students will be through quality first teaching as part of a graduated response. 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. However, where pupils continue to make inadequate progress, despite support and high quality teaching, the class teacher will work with the Hub's assistant SENCO to overcome barriers to learning.
A graduated approach to supporting the student's need will then be implemented through discussions with the student, parents/carers and teachers, following the *assess, plan, do and review* cycle outlined in Devon's guidance for a graduated response.

For some students, we may want to seek the advice of specialist teams and in the last year have accessed support from: Educational Psychology Service; Occupational / Physical Therapy teams; Learning Disability Nurses; Communication and Interaction team; 0-25 SEND Team; Speech and Language Therapy team; Babcock Visual and Hearing Inclusion workers, School Nursing Team and CAMHs (Children and Adolescents Mental health service).
We have also been supported by staff from the Children's Centre in Holsworthy who carry out THRIVE and support with Early Help plans for families. They also support parents with Incredible Years parenting courses.
We have access to services universally provided by Devon County Council which are described in the Local Offer website, to be found here.

Identifying children with SEND and assessing their needs.
Within Highampton Primary School, children are identified as having SEND through a variety of ways including the following:

- Concerns raised by pupils, parents or school staff.
- Liaison with the previous educational setting.
- Assessment information – is the child performing below age-related expectations or not making progress?
- School based assessments carried out initially by the class teacher .
- Further school based assessments carried out by the assistant SENDCo where concerns have been raised.
- Liaison with external agencies.
- Health diagnosis

Who to contact to talk about your child's Special Educational Needs or Disabilities (SEND)
1) The Class Teacher
Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) alongside the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- Setting individual targets using an individual Learning Plan, and sharing and reviewing these with parents / carers at least termly.
- Personalised teaching and learning for your child as identified on the school's provision map and in relation to their individual action plan.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
    - Plan any additional support the child may need
        - Overseeing support that Teaching Assistants or Intervention Teachers provide for your child.
        - Ensuring that parents / carers are involved in supporting the child's learning.
        - Providing work /ideas to be used at home to help your child achieve their personalised targets.

The voice of the child is a priority for the SENDCo, teacher and support staff.

2) The Assistant Special Needs/Disability Coordinator (SENDCo)
Emma Winter ewinter@dmatschools.org.uk

Or the SENDCO
Beverley Pickett-Jones bpickettjones@dmatschools.org.uk

Responsible for:

- Overseeing the day-to-day operation of the schools SEND policy.
- Coordinating provision for children with SEND and advising on the deployment of the school's staff & resources.
- Providing specialist support for teachers and support staff in the school. Completing additional assessments where appropriate.
- Being a key point of contact with external agencies, especially the local authority and its support services and liaising with parents of children with SEND.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of the child's progress and needs are kept.

Completing SEND Audits to ensure there is clear direction for training, assessment and action planning for those pupils with SEND.

Arrangements for consulting parents of children with SEND and involving them in their child's education.

Consulting parents of children with SEND and involving them in their child's education.

If a child is identified as not making progress, the school will set up a meeting to discuss this with parents / carers in more detail and to:

Listen to any concerns they may have.

Plan any additional support your child may need.

Discuss with parents / carers any referrals to outside professionals to support their child.

The school will aim to ensure that parents / carers are:

- o involved in supporting their child's learning
- o kept informed about the support their child is getting
- o involved in reviewing how they are doing

All parents have a formal opportunity to liaise with their child's class teacher three a year during our Parent/Teacher Consultation days. In addition, all parents receive a written report identifying how their child is progressing in all areas of the curriculum.

If a child is identified as not making progress, the school will set up a meeting to discuss this with parents in more detail and to:

- Listen to any concerns they may have.
- Discuss/review an Individual Learning Plan
- Plan any additional support the child may need.
- Discuss with parents / carers any referrals to outside professionals to support the child.

Please note that the class teacher is regularly available with an appointment after school to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school, so that similar strategies can be used.

Via appointment, the SENDCo is available to meet with parents / carers to discuss the child's progress or any concerns/worries.

- All information from outside professionals will be shared with parents / carers either through a direct discussion or in a report.
- In some case a home-school link book is set up to aide regular communication between home and school.

Arrangements for consulting young people with SEND and involving them in their education.

The school will ensure that the views of the child are considered as a priority and to inform the assess, plan, review cycle. This could be through involving the child in all or part of any discussions or gathering their views as part of the preparation.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

1. Classroom observation / learning walks/environmental audits by the Senior leadership team, the SENDCo and external verifiers,
2. Ongoing assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Parents' Evenings.

Pupils' attainment is tracked using a whole school tracking system and those failing to make expected levels of progress are identified swiftly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. In the 2025/26 academic year, Baseline Assessments for EYFS children are made early in the term. End of term data from 2024/25 have been used to enable staff to support SEND in the recovery curriculum and to ensure that their emotional needs are at the forefront of planning for them.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought to improve attainments.

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess**: Data on the pupil held by the school will be collated by the class teacher/SENDCo to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. **Do**: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Devon Children's Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, 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 assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from another school:

- If the child has an EHC Plan, the assistant SENDCo will endeavour to visit the previous setting, liaise with the SENDCo and teaching staff and attend the annual review if possible
- The child will be able to visit our school and stay for sessions as appropriate.
- Parents / Carers will be invited to attend a visit/tour to meet the Teacher, Principal and SENDCo (if appropriate)
- Parents /Carers may be given an opportunity for additional visits where appropriate to help to prepare their child for the move to the school.
- All records are sent to us from the previous school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Learning Plans and other SEND records will be shared with the new teacher.
- Where possible, every child will have 'meet the new teacher' sessions to meet their new teacher and

class.

- The child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The assistant SENDCo and class teacher will discuss the specific needs of the child with the SENDCo of the child's secondary school. Where appropriate, a transition review meeting to which parents / carers will be invited will take place with the SENDCo from the new school.
- Where possible, the child will visit their new school on several occasions, and in some cases staff from the new school will visit the child in this school.
- In some cases a Pupil Profile/Passport is created with the pupil to help them inform their new setting about their likes and dislikes.
- Current records relating to the child's SEND provision will be passed on to the Secondary School.
- If the child has a Statement of SEND or an EHC plan then a representative from the secondary school can be invited to attend the annual review meeting in Year 5 and Year 6.

The approach to teaching children and young people with SEND.

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

This would mean:

- That the teacher has the highest possible expectations for the child and all pupils in their class.
- That all teaching is built on what the child already knows, can do and can understand.
- That different ways of teaching are in place, so that the child is fully involved in learning in class.
- That specific strategies (which may be suggested by the SENCo) are in place to support the child to learn well.

The teacher will have carefully checked on a child's progress and will have decided that the child has a gap or gaps in their understanding/learning and need some extra support to help them make the best possible progress, either during the lesson or in addition to it.

For example:
Our teachers will use a variety of strategies to enable access to the curriculum, this might include using:
Visual timetables
Task boards
Writing frames
I-pads, lap tops or other alternative recording devices – sometimes with predictive software or voice recognition software.
Transition passports (for students identified with ASC)
Written instructions (Post-it notes, mini white boards, on the main board, etc.)
Physical aids

The type and level of support is dependent on the individual's learning needs, and is broadly categorised into three levels:
Ordinarily Available Inclusive Provision (OAIP) (Quality First Teaching to whole classes making use of adaptive teaching),
Targeted Provision (intervention work carried out with small groups, for instance, extra support with reading) and
Specialist Provision (work carried out on an individual basis often using specialist advice).

This support is described on a provision map, which we review regularly, following the ***assess, plan, do and review*** process as our students and their needs change.

- The teacher will have carefully checked on a child's progress and will have decided that the child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress, either during the lesson or in addition to it

b) Targeted intervention work (either 1:1 or in a group)

Intervention which may be:

- Run in the classroom or outside of class if a specific environment is needed
- Run by a teacher, teaching assistant (TA) or an intervention teacher.

c) Personalised learning targets

Within Highampton Primary School, teachers will work with parents, the child and the assistant SENDCo to decide what interventions and support need to be put in place for children identified as requiring additional provision. Small, measurable, achievable, relevant and time-dependant (SMART) targets will be identified. This will be recorded on a 'Individual Learning Plan' with a date to review the plan.

The Individual 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 Individual Learning Plan will be reviewed.

The Individual Learning Plan will be shared with all the professionals working directly with the child. Where appropriate, the Individual Learning Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

The Plan will be shared with parents termly (or half termly if required) at review meetings.

d) Statutory Assessment of Needs

- This type of support is available for children whose learning needs are severe, complex and lifelong.

- This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by professionals as needing a particularly high level of individual or small-group teaching and/or specialised training or equipment.

- This type of support is available for children with specific barriers to learning that cannot be overcome through 'Quality First Teaching' and intervention groups.

- The child will also need specialist support in school from a professional outside the school.

- The school (or parents / carers) can request that Local Authority Services carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about the child, including the Individual Learning Plan (ILP), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents / carers and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan

(EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support the child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for the child.

How the school monitors a child's progress and ensures that parent and carers are aware of the progress a child is making.

Highampton school thoroughly appreciates the importance of collaborative working to ensure the best academic achievement for all pupils across all age ranges.

Parents/carers are informed of their child's progress through several means:
Parent's evenings – three opportunities annually.
Parents are encouraged to contact individual class teachers and SENDCo – a convenient time to meet will be made if it is not possible to see parents immediately.
A written Annual Report.
Home/school communication books used for a small number of students with more acute needs.
SEND Support Plan review meetings with the SENDCo and class teacher, usually held on a termly basis dependent upon level of need.
Information on the termly Individual Support Plan review.
Annual and/or Interim Reviews for students in receipt of an EHCP.

A child's progress will be continually monitored by his/her class teacher.
Teachers record and monitor students' progress through the schools' assessment system and regular moderation of work. This system allows teachers to record progress made against the strands of the national curriculum.

- His/her progress will be reviewed formally with members of the Senior leadership team every term in reading, writing and maths, through Pupil Progress meetings.

- If your child is in KS1 or KS2 working below National Curriculum levels, a sensitive tool - The Engagement Model - can be used for those children who are not working at National Curriculum Levels. The Engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study.
The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

Pre Key Stage Standards 1-4 are then used for subject specific learning which supports working towards National Curriculum Levels.
https://www.gov.uk/government/publications/pre-key-stage-1-standards
https://www.gov.uk/government/publications/pre-key-stage-2-standards

- At the end of each key stage 2, year 6, all children are required to be formally assessed using

Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. At times, it is not appropriate for children to be tested in this way and this would be discussed with parents and professionals before a decision not to take SATS is made.

- Where necessary, children will have a 'Individual Learning Plan' based on targets agreed by pupils, teachers, parents, SENDCo and where appropriate, external agencies which are specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed at least termly, evidence for judgements assessed and a future plan made.

- The SENDCo will also check that the child is making good progress within any individual work and in any intervention group that they take part in.

- Regular book scrutiny, environmental audits and lesson observations will be carried out by members of the senior leadership team and SENDCo to ensure that the needs of all children are met and that the quality of teaching and learning remains high.

- For all children with an Education, Health and Care plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

Deciding upon the type and how much support a child will receive

The school budget includes money for supporting children with SEND and the Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the local governing body, based on needs in the school. The school identifies the needs of SEND pupils on a SEND register in conjunction with a resource-based provision map. This identifies all support given within school and is reviewed at least termly so that the needs of children are met, and resources are deployed as effectively as possible.

How adaptations are made to the curriculum and the learning environment to ensure inclusion of children and young people with SEND.

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using The Engagement Model for children working below National Curriculum Levels) and will ensure that a child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of a child where necessary.
- Specific resources and strategies will be used to support the child individually and in groups.
- Planning (including that for the Engagement Model and for specific intervention programmes) and teaching will be adapted, daily if needed, to meet a child's individual learning needs.
- Highampton Schools planning for the BASE curriculum includes strategies to ensure all children, including those with SEND, are supported in accessing and responding to learning.

Adaptations to the learning environment are made for specific needs – for example, a child with a visual impairment may need additional/enlarged visual support materials and classroom modification to make steps or door frames clear.

There are a broad range extra-curricular activities available and students identified as having SEND are able to access all of them, almost without exception.
If it is identified that a student will need extra support to enable them to enjoy extra-curricular activities then we liaise closely with parents/carers; the student; the staff members involved in organising the activity and the operators or providers of the activity. We do this to personalise a tailored package of support that will allow access to the activity. Examples of individualised support can include: providing extra staff members to provide 1:1 support; the use of social stories to prepare students with ASD for a change in routine; visiting the activity to identify, and therefore neutralise, any potential barriers; the opportunity for parents to accompany their child, etc.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies or DMAT that are relevant to the needs of specific children in their class or interventions they are running.

- The School SENDCo holds the National Award for SEND Co-ordination, NPQH, and a Masters Degree in Education with a SEN specialism and is a member of the School's leadership team.

- Support Staff receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

Evaluating the effectiveness of the provision made for children and young people with SEND.

School leaders will undertake a range of monitoring and evaluation activities to ensure the effectiveness of the school's SEND provision. These will include observations of SEND pupils learning; looking at evidence in books; discussions with staff, pupils & parents: regularly reviewing tracking and progress information; reviewing the impact of the school's SENDCo; evaluating the effectiveness of the deployment of staff and resources; and the implementation of the school's SEND policy and practices. Monitoring and evaluation will be used inform future developments to our SEND provision.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

All activities in the classroom and all trips outside of school will be planned so that all children within the class can be included. In some cases, additional adults and/or resources will be used to enable this.

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiety, and struggling to communicate effectively. The Highampton has a developed a draft policy for supporting Positive Mental Health which states:

In our schools we:

- Make time to listen to our children and school community, including staff and families;
- Help children to understand their emotions and feelings;
- Help children feel comfortable sharing any concerns or worries;
- Help children socially to form and maintain relationships;
- Promote self-esteem and ensure children know that they are valued;
- Encourage children to be confident and 'dare to be different';
- Help children to develop emotional resilience and to manage setbacks.

The following are used to support emotional and social development.

- All children receive a PSHE (Personal, Social and Health Education, including RSE) curriculum to support their development.

- Individual and group sessions for emotional and social development and positive mental health; whole school '10 a day for mental health' focus on mental health needs and support. The Boxall Profile assessment tool supports early intervention.

- A range of extra-curricular groups, which all children are invited to join.

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- 'Time-In' room during lunchtime and learning sessions for pupils who find it difficult to cope on the playground.

- Activities run at lunchtime to promote communication and friendship skills. When required, 1:1 lunchtime and playtime support for children to develop skills in play and social interaction

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Specialist Support offered by Outside Agencies.

This means a pupil has been identified by the SENDCo and Class Teacher as needing some extra specialist support in school from a professional outside the school. This may be from outside agencies such as:

- Communication & Interaction Team,

- Behaviour Support Team
- SEND Support Team – 0-25 Team
- Education Psychology Service
- Speech and Language Therapy Service
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescence Mental Health Service - CAMHS
- School Nurse
  - Visual Impairment Team
  - Hearing Impairment Team
  - Early Help

Parents will be asked to give their permission for the school to refer their child to a specialist professional.

- The specialist professional will work with the child to understand their needs and make recommendations for the ways your child is given support.

Arrangements for supporting children and young people who are looked after by the local authority and have SEND.

If a young person is looked after by the local authority, school will support the child with a PEP and CIC meeting regularly (termly) with Social Worker to provide details of provision and progress. Please see separate Looked After Children Policy.

The contact details of support services for parents of pupils with SEND.

The links provided give details for the following support services:
Devon 0-25 SEND Team
DIAS – Devon Information, Advice and Support for SEND
DPVC - Devon Parent Carers' Voice
Training and Courses for Parents and Carers
National Guidance

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

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

SEND Code of Practice 0-to-25 2014 (updated 2020)
https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25

Devon Local Offer
https://new.devon.gov.uk/SEND/

Devon Information Advice and Support for SEND (previously Devon Parent Partnership): 01392 383080
http://www.devonias.org.uk/

Children and Families Act 2014
http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Equality Act 2010 (updated 2014)
http://www.legislation.gov.uk/ukpga/2010/15/contents

Devon Parent Carers Voice (DPCV: 0345 1551 013)
www.devon.gov.uk/SEND

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCo, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with Principal and Chair of the Local School Board . A copy of the school's Complaints Procedure is available on request from the school or on the school/Dartmoor Multi Academy Trust website.