



# Sherwell Valley Primary School

## Special Educational Needs and Disabilities Policy

September 2025

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Definitions of Special Educational Needs and Disabilities (SEND) taken from

## section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision and adaptations to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision and adaptations were not made for them.

Children 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.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force on 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Children with the most complex needs can have an Education, Health and Care (EHC) Plan (previously known as Statements of Special Educational Needs).

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provisions that are available both to those families in Torbay that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. This can be found on the Torbay Family Hub website (<https://torbayfamilyhub.org.uk/>).

## 1. Mission Statement

At Sherwell Valley Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

## 2. Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We believe strongly in having high expectations and aspirations for all pupils with additional needs so that all children realise their potential and achieve to the best of their ability. We are dedicated to meeting the needs of each individual child by working closely with parents/carers and all involved agencies.

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by using information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school. Once a child is in our school we can then complete the assessment tools provided via the Devon 'Identification of Need'. This assessment is then analysed with support of the SENDCo to identify the possible primary area of need. Additional assessments can be completed when needed that can focus on, but are not exclusive to, processing speed, working memory abilities, understanding and use of language as well as speech sound checkers.
- Staff monitor the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Staff make appropriate provision, scaffolding and adaptations to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and Headteacher, planned for by the class teachers and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- Staff work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Staff work with outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy, the Child and Adolescent Mental Health Service (CAMHS), Chestnut Outreach Service, Mayfield Outreach

Service and the Mental Health Support Team.

- Staff create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions on their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and peer mediators in the playground and collecting pupil voice when completing Interim & Annual reviews of an EHC plan as well as writing a child's Personalised Learning Plan.
- For pupils with medical needs, we make reasonable adjustments to address these medical needs to minimise barriers to learning. Most pupils' needs will be met with these reasonable adjustments but advice, where necessary, may be sought from medical experts.

### 3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Cristy Nelson. (Headteacher)
- The person coordinating the day-to-day provision of education for pupils with SEND is Mrs Hannah Sennett. (SENDCo)

### 4. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Sherwell Valley School SEND policy
- A copy of the full SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including targets set and provision arrangements
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Torbay Council's SEND Local Offer via Torbay Family Hub

Every staff member will have complete and up-to-date information about all pupils with special educational needs and/or disabilities and their requirements which will enable them to plan for and appropriately provide to the individual needs of all pupils.

### 5. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND: those with Education, Health and Care Plans and those without.

## 6. Specialist SEND provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary in order for our children to access this mainstream setting.

## 7. Accessibility for pupils with SEND

The school complies with all relevant accessibility requirements. As far as possible, the school building is accessible for pupils with limited mobility by the provision of ramps, lifts and handrails. Consideration is made for those with vision or hearing difficulties, incorporating specialist advice whenever needed. For pupils with learning difficulties, small group teaching rooms are situated throughout the school for use as required. Relevant staff training is arranged and we aim to ensure that classrooms are organised appropriately by the provision of physical aids such as specialist seating and writing slopes.

## 8. Allocation of resources for pupils with SEND

All pupils with a SEND will have access to Element 1 and 2 of a school's budget which equates to £6000. Some pupils with a SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, senior leadership team and governors to agree how the allocation of resources is used.

## 9. Identification of pupils' needs

Quality First Teaching

Sherwell Valley is committed to Quality First Teaching ensuring all pupils have access to a high-quality, relevant, well-adapted curriculum so all pupils can access their learning and make progress. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those pupils receiving additional support from teaching assistants. Teaching and learning is monitored and reviewed as part of the school improvement monitoring cycle and class drop-ins. These are then triangulated between the full leadership team.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Pupils are only identified as having a SEND if they do not make adequate

progress once they have received high quality, adapted teaching. To support the identifying of any additional areas of need, class teachers will use the Devon 'Identification of Need' tool to assess if a child requires targeted or specialist intervention in order to make a good rate of progress.

- c) Once a pupil has been identified as possibly having SEND they will be set SMART targets and closely monitored by staff in order to review if progress is being made. These are recorded within a child's Personalised Learning Plan (PLP).
- d) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- f) Through b) and d) it can be determined which level of provision the child will need to improve his/her rate of progress.
- g) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. A child that is removed from the SEND register is recorded on a Recently Removed register with a set date for review so that any additional needs and gaps can be identified at as early a stage as possible.
- h) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are monitored. They are encouraged to share information and knowledge with the school.
- i) The child is recorded by the school as being under observation due to concerns by parent/carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parents' evenings. The child will then be added to a New Concerns register so that the child's needs and progress can be monitored and the child's journey can be tracked.
- j) Parents' evenings are used to monitor and assess the progress being made by children.
- k) Where appropriate, the views of the child are gathered in the most relevant way, which might be completion of a questionnaire, pupil conferencing or observations.

## SEND Support

When it is determined that a pupil does have SEND, parents/carers will be advised of this and the pupil's name will be added to the SEND register. The aim of identifying a pupil with

a SEND is to help staff ensure that effective provision is put in place and barriers to learning can be removed via adaptations and scaffolding. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and, where relevant, advice from external support services is also included. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This collection of data is then used to complete an initial 'Quick Checker' assessment that forms part of the Identification Tool that has been designed and released by Devon County Council in partnership with Babcock. The quick checker gives an indication of a child's primary, and possibly secondary, area of need that can then be assessed in greater detail meaning that a detailed plan can then be written to meet the areas of need a child may have.

Initial concerns may also be raised in a professionals meeting held in school comprised of the schools provision lead, head teacher, SENDCo, family support worker and SEND HLTA.

### Plan

Personalised Learning Plans (PLPs) will be written using SMART targets that are barrier focused and the targeted or specialist provision will then be outlined through consultation between the teacher, SENDCo and parents/carers. As a team we will agree the adjustments, interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## Do

The class teacher remains responsible for working with the child on a day- to-day basis. They will retain responsibility even when the interventions may involve group or 1:1 teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and to make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## Review

Reviews of a child's progress will be made formally every half term but will continually be reviewed by those working closest with them. The review process will evaluate the impact and quality of the provision and interventions. It will take into account the views of the pupil and their parents/carers. The class teacher, in conjunction with the pupil, parents/carers and SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. A child's PLP is reviewed and rewritten every half term, if not sooner where necessary.

## Request for an Education, Health and Care needs assessment (Requesting an EHCP)

Where pupils' progress is limited despite high levels of support, intervention and specialist advice, including two terms of acting on advice from an Educational Psychologist, the school, with the support of the child's parents/carers, can make a Request for Statutory Assessment (RSA) to Torbay Local Authority. When making a Request for Statutory Assessment, information will be gathered and combined from a variety of sources including:

- The child or young person
- Parents/Carers
- Educational professionals
- SENDCo
- Social Care professionals
- Health professionals

Information will be collected relating to the current provision; action points that have been taken; and the preliminary outcomes of targets set. The referral will then be sent to a panel within the Local Authority that consists of professionals from Education, Health and Social Care to determine whether the level and complexity the child's needs meets the Local Authorities criteria for an Education, Health and Care Plan to be granted. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## Education, Health and Care Plans (EHCP)

- a) Following Statutory Assessment, an EHCP will be provided by Torbay

Council, if it is decided that the child's needs cannot be met by the support that is available on a SEN School Support level. The school, the child, the child's parents/carers, and any other outside agencies that are involved will be consulted in developing and producing the plan.

- b) Parents or those with parental responsibility have the right to appeal against the school named in the EHCP if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil's progress and needs to be evaluated and, where appropriate, for changes to be put in place: for example, reducing or increasing levels of support. For those pupil's with an EHC Plan that are younger than 5 years old they will have interim reviews every 6 months due to their rapidly changing levels of ability and need.
- d) Pupils who have an EHCP receive top-up funding (Element 3) to support the school in meeting their needs.
- e) When an EHCP is in place, the top-up element could be requested for provision not available within the school. Applications to access a child's personal budget need to be discussed with those professionals supporting the child and a request made to the Local Authority.

## 10. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision and any reasonable adjustments and adaptations will be provided by the school as is necessary, taking into account the wishes of the parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and other local settings. Staff members are kept up-to-date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group intervention is available where it is felt pupils would benefit from this.

## 11. Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom, school trips and residential visits.

The school will seek advice, as appropriate, around individual pupils, from external support services for example, the Educational Psychology service or the outreach provision from local special schools, including the Chestnut provision for pupils with social, emotional and mental health needs.

## 12. Monitoring and Evaluating of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of a termly meeting with pupils, parents/carers, class teacher as well as the SENDCo and any 1:1 supporting adult if necessary and applicable. During these meetings the child's or young person's progress in relation to their SMART targets will be discussed and any other areas of concerns can be shared and planned for.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision is reviewed through:

- Regular observations of class teachers and support staff
- School Improvement cycle
- Termly Pupil Progress meeting
- Scrutiny of pupils' books
- Parents'/carers' views
- Annual review of SEND policy and SEND Information Report
- Attendance at Torbay SENDCo network meetings
- Analysis of termly data drop
- Local Authority monitoring visits

SEND provision and interventions are recorded on a child's PLP.

## 13. Complaints procedure

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher, who will be able to advise on formal procedures for complaint.

## 14. Staff training: Continuous Professional Development (CPD)

We aim to keep all staff up to date with relevant training and developments in the teaching practice in relation to the needs of pupils with SEND.

The SENDCo has completed the NASENDCo qualification, attends relevant SEND courses, attends the Torbay SENDCo Forum and facilitates/signposts SEND focused external training opportunities and professional reading for all staff. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and professional development. Training needs are identified in line with the school's appraisal cycle and take into account any pupil's specialist support requirements.

## 15. Links to support services

The school continues to build strong working relationships and links with external support services to fully support our pupils with SEND and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil; this will then be brought to the attention of the SENDCo who will then inform the child's parents/carers.

## 16. Working in partnership with parents/carers

Sherwell Valley Primary School believes that a close working relationship with parents/carers is vital to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and achieved effectively

Parents/carers first port of call is the child's class teacher. In addition, the school's SENDCo, Mrs Sennett; Provision Lead, Mrs Gaywood; Family Support Worker, Miss Dix; and members of the Pastoral team can provide support, guidance and advice to families. This type of support is put in place and monitored by Mrs Gaywood.

In cases where more frequent contact with parents is necessary, this is arranged based on the individual pupil's needs. The SENDCo may also signpost parents/carers of pupils with SEND to SENDIASS, the Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay when specific advice, guidance and support may be required. This is a free, confidential and impartial information and advice service to support parents and carers of children aged 0-25 with special educational needs and disabilities (SEND).

If an assessment or referral indicates that a pupil has additional learning needs the

parents/carers, and the pupil if appropriate, will be consulted with regard to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

## 17. Links with other agencies

Sherwell Valley Primary School invites and seeks support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Torbay Council SEND Department
- Torbay Educational Psychology Service
- Children's Services – Social Care/Safeguarding (with regards to SEND needs not safeguarding needs as this is the responsibility of the school's Designated Safeguarding Lead [DSL])
- Speech and Language Therapy Service
- Specialist Outreach Services including Chestnut Specialist Provision, Mayfield and Combe Pafford Special Schools
- Health/Medical Services including Occupational Therapy, Physiotherapy, Paediatricians, School Nurse 0-19 Team

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate professionals.

*This policy will be reviewed annually: next review will be Sept 2026.*