



Sherwell Valley Primary School

Special Educational Needs and/or Disability (SEND) Information Report September 2025

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SEND Governor	Mr Tom Hodgson

1. What special education provision is available at our setting?



What do we do here to meet your needs?

Special educational needs are categorised into 4 broad areas of SEND which are outlined within the SEND Code of Practice (2014). These areas are as follows:

- Communication and Interaction
(this includes but is not exclusive of Autism Spectrum Condition, Speech and Language Development Delay)
- Cognition and Learning
(this includes but is not exclusive of Dyslexia, Moderate/Severe Learning Difficulties)
- Social, Emotional and Mental Health
(this includes but is not exclusive of Attention Deficit Hyperactivity Disorder [ADHD])
- Sensory and/or Physical
(this includes but is not exclusive of Hearing Impairments, Visual Impairments, Epilepsy)

Examples of the provision and additional support that we provide to meet the needs shown within these areas of need are:

Communication and Interaction:

- Small group activities focusing on communication and listening.
- Targeted support focusing on specific speech sounds.
- Social skills interventions
- High level modelling of language
- Resources purchased and made to support routines and expectations.
- A relationship policy implemented which is both visual and language rich.
- Lego-based Therapy

Cognition and Learning:

- Precision teaching.
- Read, Write, Inc. class groups
- Small group interventions.
- Pxl assessments and scaffolding/precision teaching resources
- High quality modelling - Wave 1 teaching
- Precision teaching for English and Maths
- Visually supportive learning environments
- Post and pre teaching
- Adaptive teaching: scaffolding and resources

Social, Emotional and Mental Health:

- Pastoral sessions on a 1:1 basis and in small groups.
- Social skills groups.
- Bereavement support.
- Key adult check-ins
- Play leaders at lunchtime.
- Forest school approach to learning interventions.
- Updated PSHE curriculum.
- Mental Health Ambassadors.
- Lego-based Therapy

Sensory and/or Physical Needs:

- Individual medical support.
- Sensory Circuits
- In class targeted provision for fine motor skills.
- Physiotherapy programmes completed when provided by Occupational Therapists.
- Sensory resources provided when necessary - therabands, ear defenders etc.
- Two sensory spaces to meet a range of sensory needs
- Lunch time adaptations provided when necessary.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

Sherwell Valley is an inclusive school and considers placements for all children between the ages of 2-11 years. If a special educational need is known about prior to a child starting at Sherwell Valley, we will discuss with parents/carers the needs of their child and how these needs can be met. We will also work in partnership with other agencies when appropriate. Having established the child's needs, we make every reasonable adjustment possible to ensure the child can access our provision.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

Identifying a child's possible educational need is completed through a Graduated Response approach considering the progress that is assessed by their class teacher and then followed up with additional assessments when necessary.

Our Graduated Response for Learners:

- Regular monitoring of the quality of teaching and learning.
- Identifying and tracking the progress of children/young people that require support to catch up by lesson observations, book looks, pupil conferencing, learning walks, data analysis, 'No Stone Unturned' monitoring meetings.
- Identification of the needs of children/young people using the Graduated Response: Devon's Identification of Need Tool to consistently recognise when a child needs to be registered as SEND Support and access the process of the "assess, plan, do, review" cycle

- Consideration of application for Education, Health and Care Plan where appropriate and needs cannot be met on a SEN Support level.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEND Register.

How we identify children/young people that need additional or different provision:

- Class teacher and SENDCo discuss initial concerns – observations and evidence gathering usually takes place at this point from the SENDCo.
- Class teacher completes a ‘Quick Checker’ and then further assessments using the Graduated Response: ‘Identification of Need’ tool.
- Following on from the Quick Checker and assessment tool a Personalised Learning Plan (PLP) will be created and will be reviewed and rewritten half termly. Staff have access to the ‘Plan and Review’ document to support them in identifying targeted and specialist support that may be necessary to form part of the child’s provision outlined within the PLP.
- PLP’s are reviewed by the SENDCo and conversations around this will be had if necessary.
- Ongoing curriculum assessments.
- Tracking progress using data.
- Further assessments by specialists, including those from external agencies.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

At Sherwell Valley we recognise the importance of working together as a team to provide the best possible care and provision for our children, this includes working in partnership with parents and carers and our pupils. For us to do this effectively we gather pupil and parent/carer ‘voice’ in many different forms at different times throughout the school year depending on each individual's situation. Some examples of this are:

What	Who	When
Informal Discussions	Class teachers, teaching assistants, SENDCo, pupils.	Daily
Parents’ Evenings	Class teachers, SENDCo, parents/carers	Twice yearly
Class Dojo and Tapestry	Class teacher and parents/carers	As required
Assess, Plan, Do, Review Meetings Sharing of PLP’s	Class teachers, parents/carers, pupils	When updated
Annual Review meetings	Pupils, family, teachers	At least annually
Informal meetings	Class teachers, parents/carers	As required

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

In our school, we offer Quality First Teaching to all children with adaptations being made where necessary so that they have access to a full curriculum and the opportunities that coincide with this. To further support a child's understanding and progress we can offer additional support, many of which is outlined within the first section of this report entitled 'What special education provision is available at our setting'.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

In order for all of our children, including those with special educational needs, to access a full curriculum, all teachers adapt their pedagogy to meet the needs of all learners. Individual and group scaffolding is carefully planned so that a child's barriers are significantly reduced, allowing them to make progress in each curriculum area. Our aspiration for our pupils is for them to make as much progress as possible with increased independence. When a personalised curriculum is necessary for a child the class teacher will create this using the recommendations given in an EHCP or from outside agencies.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

Throughout each academic year a child's needs are regularly reviewed whether they have an EHCP or not. A child's needs are constantly reviewed by their class teacher and supporting team of key adults if they have one.

We also take into account feedback from parents and carers regarding concerns, presentation at home and any changes that they have observed. When supporting children with a high level of need that can no longer be met within the school setting, and school offer, the SENDCo will meet with staff and parents/carers to complete any appropriate referrals to outside services and alternative provisions so that specialist support can be put in place. This may also include input from the SEND team at the Local Authority.

8. How is this provision funded?



Who pays for this?

The school budget includes money for supporting children with SEND. Pupils who have complex special educational needs and/or disability who have an Education Health Care Plan will have 'Element 3 Top Up' funding allocated to them for additional support to meet their identified needs, provided by the Local Authority. The Local Authority monitors how this funding is used through Annual Reviews and monitoring visits conducted by their SEND Monitoring Officers. The SEND budget is monitored by the Headteacher and governors.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

At Sherwell Valley we have Teaching Assistants (TAs) employed to support across the school. These adults are used to create teams of key adults around specific children. All our Teaching Assistants are employed to enhance what our teachers provide and not replace our teachers. We have taken this approach due the importance of all children having access to Quality First Teaching. Research has shown that QFT has the biggest impact on progress for all pupils. Teaching Assistants support us in fulfilling the provision outlined in EHCPs and also support across year groups to provide specific interventions to groups of children and on a 1:1 basis to fill learning gaps, where possible. As a school, we pay into specific academic intervention programmes such as PiXL and Accelerated Reader to support children with their academic progress.

We have a SEND HLTA employed to support in providing provision named within a child's EHC plan as well as working within the provision team to provide additional support for children that are identified as SEN Support (K) within the school setting. They are able to focus on SEMH based needs predominately, such as: understanding and managing emotions, Homunculi programme (understanding self), building self-esteem and resiliences as well as exploring a child's sensory and/or emotional profile.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

At Sherwell Valley we have a Pastoral Team led by our Provision Lead and Assistant Headteacher, Mrs Gaywood. This team is made up of a Pastoral Lead (HLTA level) and a Family Support Worker, as well as a newly appointed SEND HLTA, that have dedicated time each week to work with small groups of children or on a 1:1 basis with some children when appropriate. When staff recognise a need for this form of intervention for a child, they complete an internal referral form and outline the current concerns, the support they are requesting and the desired outcome they would like to see from these interventions.

The types of interventions that are currently used within our pastoral team are:

- Drawing and Talking
- Rainbows
- Sunbeams
- Muddles and Puddles
- Thrive-based activities
- Lego-based Therapy
- ELSA (Emotional Literacy)
- Sensory exploration and regulation using the basis of sensory circuits: altering, organising and calming. We have specifically designed sensory areas in the school site that meet the needs for varying sensory needs: the 'Magic Garden' which provides opportunities for proprioceptive work and the 'Zen Zone' for calming activities and input.

Another resource we have within our school setting is our 'Nurture' room. This space is used by members of our pastoral team and our SEND HLTA to deliver regular interventions with a focus on meeting a child's SEMH needs. Our team of adults that support the needs have a combination of training in ELSA, Early Childhood trauma and the impact of ACE's.

A now well-established intervention that children can access to support them in their social, emotional and mental health needs is the Mental Health Support Team. This is an external team that comes onto school site once a week to work with children that have high levels of anxiety. The types of support they provide is:

- Anxiety workshops: SATs, transitions, learning anxiety, social anxiety
- 1:1 sessions
- group sessions
- support sessions with parents
- supervision sessions with staff to support children's provision

When external agencies are required to support a child's social, emotional and mental health, school will work alongside parents and carers to complete these referrals.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

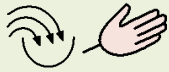


How can we help you to get ready to change to a different place or to leave here?

All children going to secondary school take part in transition days and additional days are arranged for those children identified as needing an enhanced transition. All children with Educational Health and Care Plans have a 'phase' review in the Autumn Term of Year 6 and their secondary school is discussed and EHCP amendments are considered. The SENDCo liaises closely with secondary schools about all pupils with SEN.

Within the school we support children with internal transitions when moving between year groups with enhanced transitions. These include transition booklets, additional visits to their new class, additional meetings with their new class teacher and time to meet any new supporting adults with their current supporting adults should this be applicable.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

Staff work closely with families to signpost them to outside services and agencies that can support parents and young people with varying needs. The Torbay Local Offer also provides information on services within the local area and can be accessed on the Family Hub (<https://torbayfamilyhub.org.uk/local-offer/>).

All children that attend Sherwell Valley Primary School have the opportunity to access extra-curricular clubs, school trips and residential visits.

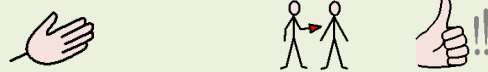
13. What extra-curricular activities are available for children and young people with special educational needs?



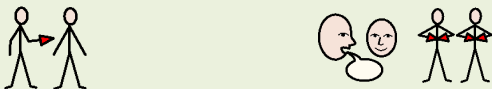
What other activities can you do here?

All children that attend our school, including those with special educational needs, have access to the extra-curricular clubs that are on offer. We have a variety of clubs that run throughout the year.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



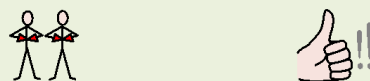
How do we know that the help we are giving you is working?



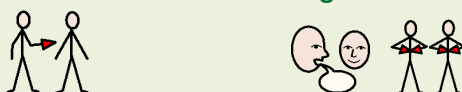
How can you and your family tell us what you think?

As part of the 'Assess, Plan, Do, Review' process every child that is on our SEND register has a formal review of their progress and desired outcomes half termly. Staff can review on a more frequent basis and use each child's PLP as a working document to comment on progress as and when it happens. At the half term point, parents are made aware of the formalised review and adaptations that may need to be made to the child's targets and/or provision for the next half term.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

At Sherwell Valley we have an open-door policy and encourage parents and carers to discuss any concerns or feedback that they may have with staff members. This can be communicated in a variety of ways including at interim and annual reviews, informally at drop off and collection times, via a phone call, at PLP meetings, via email or via the communication apps that we use: Parenta (Nursery & Reception) and Class Dojo (Key Stage 1 & Key Stage 2).

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Across our school we have staff members that have expertise in many different areas of SEND through the completion of courses and working alongside specialist advisors from Outreach services. The range of needs that our staff members have experience in supporting includes:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD): this includes conditions such as Down's Syndrome
- Autism Spectrum Condition (ASC)
- Pathological Demand Avoidance (PDA)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder
- Foetal Alcohol Spectrum Disorder (FASD)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Specific medical conditions such as Diabetes and Epilepsy
- Developmental Speech Delay
- Specific Learning Difficulties (SpLD): this includes Global Developmental Delay
- Braille reading and writing

Both teaching staff and support staff receive regular training on either specific conditions or general approaches and strategies that can be used with a range of special educational needs. These sessions are provided by internal and external professionals.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Parents and carers are informed of the needs identified through school assessments when a child is moved onto the SEND register and a PLP is written for them. The parent/carer voice is then collected at this time, if this hasn't already happened as part of the 'Assess' process and used to create their child's PLP.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

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.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Should you need any more information about Sherwell Valley Primary School we have information on our website which can be found at <https://www.sherwell-valley-primary.torbay.sch.uk/>, you can phone us on 01803 613296 or email admin@svps1.com

20. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

How do we work with everyone else to help you?

At Sherwell Valley our Designated Safeguarding Lead (DSL) is the main contact for social care and Early Help teams created around a child and their family. The SENDCo is the normal point of contact for health professionals, especially if a child's medical need impacts on their ability to make progress and learn.

21. Arrangements for supporting children who are looked after by the local authority and have SEN

How do we help children who are looked after by Torbay Council?

We have a designated teacher who oversees Children that are Looked After (CLA). This staff member is the main point of contact for the child's needs as a whole and works alongside the SENDCo when specific SEN based elements of a child's profile needs to be planned for and supported. The designated teacher liaises with Torbay Virtual School, Social Workers, Carers, Health (when applicable) and attends the training provided by the virtual school specifically designed for designated teachers.