

Exmoor Link Federation Schools

SEND Information Report 2024-2025

<i>Parent/carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and Procedure		
What kinds of SEND do pupils in the school have?	<p>Exmoor Link Federation schools are mainstream inclusive school and aims to meet the needs of all pupils who attend. Pupils at the schools are aged 4-11 spanning across one class per year group from Reception to Year 6. The school welcomes children into Reception from several different nurseries and pre-school providers.</p> <p>Mrs Sarah Bale is our Special Educational Needs and Disability Co-ordinator who is building strong links with many other agencies including Occupational Therapists, Dyslexia Specialists, Speech and Language Therapists and Specialist Teachers.</p> <p>The school supports children with a range of Special Educational Needs including Social and Emotional, Communication and Interaction, Cognition and Learning and Physical and Sensory.</p>	SEND Policy 2024-2025
How do you know if a pupil needs extra help?	<p>Teachers assess the children’s learning throughout the year through ongoing observations and more formative assessment tools.</p> <p>If a teacher has a concern, then they will speak to parents and strategies will be put in place to support the child. These strategies may include a visual timetable, additional verbal support, resources such as a pencil grip or wobble cushion and regular check ins from class staff.</p> <p>If a child continues to need further support and is identified as having additional needs then discussions happen between the teacher, SENDCo and parents to ensure that the right interventions are put into place and the child could be placed on the SEND register. These interventions are documented on an Individual Support Plan (ISP), outcomes set and worked on throughout each term. These are shared with parents at the beginning of</p>	

	<p>each term and reviewed at the end of the term sharing the progress with parents.</p> <p>To support these outcomes, diagnostic assessments may be carried out by the SENDCo including those to support with maths and literacy. We also use assessment tools to support with Speech and Language and Phonics.</p>	
Day to day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>We use the Devon Graduated Response Tool to ensure there is high quality universal provision for all which is regularly monitored.</p> <p>Teachers plan and deliver high quality first teaching which is differentiated to suit the children's ability, and adults work to support groups especially in English and Maths. Interventions are put in place to support SEND children's needs and additional resources are purchased where necessary. Staff work hard to try and narrow the gap in attainment and progress with the aim to make the children work more in line with age related expectations.</p>	
<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p>The Devon Graduated Response Tool is one tool used to support teachers with initial concerns and to ensure that the right provision is in place to meet the needs of a child. Discussions are held between the class teacher/SENDCo and parents where necessary. A child is identified as having Special Educational Needs or Disabilities (SEND) if they have needs such as:</p> <ul style="list-style-type: none"> • a significant difficulty in learning compared with the majority of others of the same age, or • a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. <p>(SEND Code of Practice 2015)</p> <p>We follow the 'Assess, Plan, Do, Review' model and run interventions for the period of each term. These interventions are planned carefully taking account of the child's needs and any outside agency recommendations and are monitored throughout the term.</p> <p>For children who need further support and have ongoing long term needs an Education, Health and Care Plan can be applied for.</p>	

<p>How will the school know how well my child is doing?</p>	<p>All children who are identified with SEND have an Individual Support Plan (ISP) or similar, which details their current attainment, provision in place, interventions they are receiving and current outcomes which they are working on. These are shared with parents each term and outcomes are reviewed to share the progress that the child is making. From these discussions, it might be appropriate for further referrals to be made. Other assessment tools we use to track progress are:</p> <ul style="list-style-type: none"> • Phonic assessments • PUMA assessments • White Rose Maths assessment • Book monitoring • HAST 2 Spelling 	
<p>How will I know my child is making progress? How do you check on this?</p>	<p>Children's progress is constantly monitored throughout the year by the class teachers and discussed with the SENDCo. Children's ISPs are reviewed each term and new outcomes set. These are shared with parents every term. The SENDCo will then analyse how well the children have achieved their outcomes to ensure that the outcomes have been set appropriately and that these have been effective. As well as the termly ISP meetings with parents, any child with an EHCP in place will also have Annual Review meetings and if necessary an Interim Review can be booked at any time.</p>	
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All children are included in all areas of the curriculum including trips and activities outside of the classroom. At times, adaptations may need to be made to ensure it suits the child's needs, but these will be shared with parents with the support of outside agencies where necessary.</p>	
<p>How will you support my child's overall well-being?</p>	<p>Children are taught PSHE through stand-alone sessions as well as woven throughout the curriculum. We also teach RSE as per the Government Guidance as well as learning about internet safety, PANTS from the NSPCC website, Children's Mental Health Week and access to staff as required. The school have 3 Safeguarding Officers: Tim Gurney (Headteacher / DSL), Sarah Bale (SENDCo / DDSL) and Katie Martyn (DDSL)</p>	<p>Administration of Medicines Policy</p> <p>Individual Health Care Plans</p>

	<p>All children across the school can take on responsibilities and leadership roles including:</p> <ul style="list-style-type: none"> • House Captains • Classroom responsibilities <p>The Exmoor Link Federation schools are inclusive. We work collaboratively with outside agencies to ensure that children thrive and have a positive time in school. This also includes ensuring we have listened to our Pupils' Voice. We also work collaboratively with parents and multi-agencies through the Early Help Assessment Plan and support the whole family. Through this process we can apply for additional funding which might support children with more therapeutic interventions.</p>	
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Involving families		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<p>All parents are invited to parents evening three times a year to discuss their child's progress with their class teacher.</p> <p>All parents of children with SEND are invited in to meet with the class teacher and for their child's ISP to be shared with them, to review last terms ISP, the provision in place and outcomes that have been set. This meeting is also a chance to discuss strategies and resources that parents can do to support their child at home.</p> <p>If a child has an EHCP then parents will be invited to an Annual Review meeting which might also involve different agencies.</p> <p>If the family has an Early Help Plan in place, then the SENDCo will meet termly with the family to review the Plan.</p> <p>A parent or staff member could request a meeting at any time throughout the year to raise any concerns or discuss pupil progress at a mutually convenient time.</p>	

<p>How will my child be able to share their views?</p>	<p>Teachers and children will have regular conversations about their learning throughout the year. Children will also be invited to share their views when referrals are made or as part of the EHCP process or Annual Reviews wherever possible.</p>	
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>Prior to a child starting school with us, the class teacher and/or SENDCo will be in contact with previous settings and any relevant information shared. A transition meeting is also arranged between home and the school. We have the benefit that our 2-4 year old nursery provision is incorporated into the school in a dedicated unit. This helps children to see their move through early years and up through the school as a natural progression.</p> <p>In some cases, transitional days might be put in place. When children change classes, the children spend a day in their new class with their new class teacher. Transition books are sent home for certain children which shares photographs and information which can be discussed at home.</p> <p>If a child moves to a new setting, then the class teacher and/or SENDCo will speak to the new setting and complete any paperwork as necessary. During the Year 5 Annual EHCP Review, the focus is on transition to secondary school and ensuring that the most appropriate setting is documented.</p> <p>The SENDCo can support parents at viewing any new settings and liaising with outside agencies where appropriate. Any SEND information is shared with new settings either through posting documents or our electronic system of CPOMS which is an online system where documents and meeting notes are saved.</p>	

Staff skills and wider support

What skills do the staff have to meet my child's needs?

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

We regularly look at the skills that staff have and if further CPD is needed. When allocating staff to classes the SENDCo and the Headteacher think carefully about the children's needs and allocate staff accordingly.

Our staff engage in CPD through:

- Staff meetings
- TA training sessions – in-house/outside agencies
- Class teacher training for specific needs
- Outside agencies such as school nurse, Communication & Interaction Team
- Professional dialogues including Professional Consultations with Educational Psychologist
- Teacher training sessions – inhouse/outside agencies
- Online training with a key focus

We prepare new children and their families to start at school by:

- Having transition conversations with other early years settings
- Having transition meetings with parents
- Having transition meetings with outside agencies
- Organising and attending TAF meetings
- Sharing documentation between home, early years settings and school
- Arranging taster days
- Having a phased entry to school in conjunction with outside agencies where appropriate
- Liaising with 0-25 SEND Team

	<p>We have trained staff in the following areas:</p> <ul style="list-style-type: none"> • Thrive trained practitioners • Lego Therapy • Sensory Processing • Dyslexia trained practitioners <p>As a school we make referrals and liaise with the following agencies:</p> <ul style="list-style-type: none"> • Educational Psychologist (when available) • Communication and Interaction Team • Speech and Language Therapists • Occupational Therapists • Children and Adult's Mental Health Service (CAMHS) • Family Support Workers • School nurse • Bladder & Bowel Team • Children Centre • Physiotherapists • Early Years Consultants • Nursery Plus • Complex Needs Team <p>The following professionals offer support:</p> <ul style="list-style-type: none"> • School Nurse • Nursery Plus • Speech and Language Therapists • Occupational Therapists • Physiotherapists • Communication and Interaction Team • Social, Emotional and Mental Health Team 	
<p>What happens if my child needs specialist equipment?</p>	<p>If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school.</p>	<p>Accessibility Plan https://www.bishopsnymptonschool.org/statutory-information</p>

<p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>The school has disabled changing facilities with a changing bed in the Class 1 unit. We have a Heathfield chair in use.</p> <p>For further information please refer to the School's Accessibility Plan on the school's website.</p>	
<p>How will my child manage tests and exams?</p>	<p>Class teachers, SENDCo and Headteacher can have discussions with children and parents regarding access requirements for tests and exams. Some arrangements that can be put into place are:</p> <ul style="list-style-type: none"> • Additional time • Scribes • Movement breaks 	

Accessing advice and support

<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher initially via Class Dojo. Alternatively, an appointment can be made via the school office: School telephone number: 01769 550387 School email address: bishopsnympton@exmoorlink.org.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the SENDCo so a meeting can be arranged, and a plan of action can be put into place: SENDCo: Mrs Sarah Bale senco@exmoorlink.org</p> <p>Please note: The SEND Governor works with the SENDCo to discuss, and review SEND provision and support in school. The SEND Governor does not deal with issues related to individual children. If you have any queries or concerns regarding your child's needs, please speak to your child's class teacher or the SENDCo.</p>	
<p>What do I do if I'm not happy or if I want to complain?</p>	<p>If you have any queries or concerns regarding to your child, or how the school has managed supporting your child, please first contact the class teacher, SENDCo / Headteacher. If you feel your concerns are still ongoing then please refer to the schools Complaints Policy.</p> <p>You may contact the governors through our complaints procedure by writing to: Clerk to the Governors, Bishops Nympton Primary School, Bishops Nympton, South Molton, Devon, EX36 4PU</p>	<p>Please see School Complaints Policy under School Policies: https://www.bishopsnymptonschool.org/statutory-information</p>

<p>Where can I get information, advice and support?</p> <p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The SENDCo will be able to support parents further by signposting them to relevant services.</p> <p>The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: https://devonias.org.uk/</p> <p>The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.</p> <p>The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.</p> <p>The support provided by Devon Local Authority for children with SEN and disabilities can be found at https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p>	<p>DIAS https://devonias.org.uk/</p> <p>Devon Local Offer https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p>
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