



South Hams Federation
Malborough with South Huish Primary School

Special Educational Needs & Disabilities (SEND) Policy

2025- 2026

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEND: Fiona Rendell

Executive Headteacher: Tess Coulthard

Malborough SENDCo: Charlotte Miller

Federation SENDCo Team: Clare Carter, Ginny French, Imogen Woollard, Charlotte Miller

SENDCO Qualifications: NASENCO (2022)

Contact details: malborough@southhamsfederation.org.uk

This policy will be reviewed annually - Governors Approved May 2025

Special Educational Needs and Disability (SEND) Policy

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

High quality first teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The staff at Malborough with South Huish Primary School will do their best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school ethos. Meeting the needs of pupils with SEND requires partnership working between all those involved – Devon County Council (DCC), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

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

promoting their well-being.

Objectives

The SEND Policy of Malborough with South Huish Primary School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- Enable pupils with special educational needs to have their needs met,
- Take into account the views of the pupils with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medication Arrangements for Children and Young People make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEND or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. The schools within the South Hams Federation regard pupils as having a Special Educational Need if they:

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

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

Malborough with South Huish Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

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

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

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

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties;

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

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognize that many children with SEND may have comorbid SEMH needs. Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD).
- Attention Deficit +Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction needs;

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and Interaction needs include:

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

- Developmental Language Disorder

Sensory and/or Physical needs;

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

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

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

A Graduated Response to SEND

Early Concerns

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

How we identify and support pupils with SEND

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

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

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to

assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used by Malborough with South Huish Primary School can be found in

Appendix A.

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

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

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

Assess, Plan, Do and Review

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

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEND support** the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care and will attend a Team Around the Child (TAC) meeting. A Lead professional will be nominated; if the need is educational this will most likely be the SENCO. Discussions will be recorded. Future actions will be recorded and assigned to the most appropriate person.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded in a TAC meeting and copies will be given to all attendees.
- The notes from the TAC meeting 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 it will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The TAC action points will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the TAC action points will detail the support from other agencies and

how this will support the pupil in achieving the desired outcomes.

- Parents/carers will be notified when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).

If it is agreed that a pupil requires SEND support, all parties will be invited to attend or report to a TAC and develop a plan detailing the support which will bring about the next part of the cycle

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Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

Review

- There will be a review of the TAC action points on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.
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Exit Criteria

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

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular reviews recorded in minutes of TAC meetings will help Devon County Council (DCC) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), Devon County Council must review the plan every twelve months as a minimum. Schools have a duty to co-operate consequently, all schools within the South Hams Federation will hold annual review meetings on the behalf of Devon County Council and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

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

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

Supporting Pupils and Families

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

In order that they play an active part in their child's development, Malborough with South Huish Primary School will endeavour to provide parents/carers with the relevant information so they can reinforce learning in the home.

Malborough with South Huish Primary School endeavours to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child

- Recognise and fulfill their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo up to **3** times a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information, Advice and Support (DIAS) www.devonias.org.uk. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

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

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

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

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

Malborough with South Huish Primary School is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school has worked with in the last 12 months, they are: School Nurse/Hearing Impairment /Visual Impairment/GP Service/SLT/Diabetes Nurse/Physical Difficulties Adviser/Behaviour Support team/Social Workers/Communication and Interaction Team/ ICT adviser, Parent Support Advisor and Social Care. This SEND Information Report can be found on the school's website and is up-dated annually.

Transition

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

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in weekly INSET training sessions when Quality First Teaching is addressed.
- The SENDCo and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the schools can make a request using the EHCP assessment process, however this does **not**

automatically lead to additional funding.

The schools will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional funding is then paid from Devon County Council's high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

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

Governing Body:

- The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:
- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for coordinating SEND provision – the SEND co-ordinator, (or SENCO).
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Executive Headteacher:

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

The SENCO:

In collaboration with the Executive Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff

- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Executive Head teacher, Senior Leadership Team and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff:

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

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special

educational provision.

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

Please see the Federation's Medication Arrangements for Children and Young People for further details.

Children in Hospital

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

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in **Appendix C**.

Monitoring and Accountability

Accessibility

Malborough with South Huish Primary School is compliant with the Equality Act 2010 and Accessibility legislation and work hard to develop their accessibility and respective accessibility plans which are updated every three years and can be accessed on each school's website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

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

If there continues to be disagreement with regard to SEND provision, Devon County Council (DCC)

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

Appendix A.

Assessment tools and materials used by the schools in the South Hams Federation

The Devon Ordinarily Available Inclusive Provision:

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>

The Devon Targeted Support Framework:

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/targeted/>

Early Help for Families in Devon: Assessment which incorporates many of the core components from previous assessments, including;

- Common Assessment Framework (CAF)
- Family Health Needs Assessment
- Individual Learning Plans /My Plans for children with an EHCP
- Statutory assessment of Special Educational Needs (Statement of SEND)
- Integrated Health & Social Care Assessment
- 139a Learning Difficulty Assessment

Once families have completed the Early Help Assessment, a Triage Meeting will decide on the most appropriate support. Families will work with their lead professional to identify the outcomes that need to be met for individual children and young people. These may be added to the Right for Children electronic system if multi-agencies are involved.

For more complex children, a request for a statutory assessment may be submitted with evidence of the actions/interventions already taken to date, this may result in a statutory EHC plan.

Statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken by professionals with parents and young people, as part of the assess, plan, do review cycle.

At the start of our dialogue with families we want to have dynamic conversations where families and young people feel they have a voice which is heard. Some families may need support for this but the main essence is not to prevent all families and young people to have the same approach at developing person centred planning.

For children with SEND, the 'This is My Child' and 'This is Me' questions can be used to enable this conversation.

Appendix B

Transition - Pre-School to entry into our Foundation Stage Classes.

The SENDCo and the Reception Class Teacher work in partnership with parents/ carers/ child and Pre-School managers and SENDCo prior to the September in which a child is due to start school, ensuring all relevant assessment procedures have been undertaken and agencies contacted in order to ensure provision and support is in place as soon as possible following the child joining a given school within the federation. Links built with outside agencies in pre-school are built on and developed, once the child enters mainstream schooling.

Transition to Secondary School

The SENDCo and the Year 6 Teacher work in partnership with parents/ carers/ child and the SENDCo at the secondary school (Kingsbridge Academy, Dartmouth Academy) prior to the September in which a child is due to start Secondary Education.

Enhanced transitions take place throughout the summer term of Year 6, all relevant documentation is handed to the secondary school SENDCo and form tutors involved. Outside agencies involved with the child are contacted, and informed of the child's imminent move to secondary school so as to ensure that provision and support is in place as soon as possible following the child's transfer to secondary school. Should a child move school before the age of 11, the same procedures are followed, to ensure a smooth transition from one school to another.

Appendix C

SEND Information Report 2025–2026 **SENDCo: Charlotte Miller** **Strategic Lead for SEND: Ginny French**

At our primary school, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), receive the support they require to thrive in an educational setting. This document serves as a comprehensive guide for parents, outlining the available provisions and the steps to take should you suspect that your child has special educational needs.

If you believe that your child may have special educational needs, it is essential to take the following initial steps:

- Firstly, approach your child's class teacher to discuss your concerns. The class teacher has the training and experience to assess the situation and may share similar concerns regarding your child's progress and attainment. If necessary, the teacher will refer the matter to the Special Educational Needs and Disabilities Coordinator (SENDCo).
- In our school, the SENDCo is Mrs Charlotte Miller, who is available for consultations should you continue to have concerns after speaking with the class teacher. Mrs Ginny French is our Federation Strategic Lead for SEND and supports provision for SEND across all our schools.

Understanding Special Educational Needs

- Special Educational Needs can arise when a pupil fails to make adequate progress despite targeted teaching approaches. A child may be identified as having SEND if they encounter difficulties in learning that necessitate special educational provision.
- Additionally, children with disabilities have special educational needs if they face barriers in accessing their education and require provisions that differ from the Ordinarily Available Inclusive Provision.
- If your child has been previously identified as having special educational needs by a preschool or another school, we encourage you to contact us directly. You may speak to Mrs Charlotte Miller (SENDCo) Mrs Ginny French (Strategic Lead for SEND) or Mrs Lauren Stallard (Head of School) or Mrs Tess Coulthard (Executive Head).
- This step allows us to gather pertinent information about your child's needs before their enrolment with us. We will coordinate with the previous setting to transfer any Individual Learning Plans (ILPs) and reports provided by external agencies, including Educational Psychologists or paediatricians.

Support for Identified Special Educational Needs

- If your child is identified as having special educational needs, we will communicate the additional provisions being implemented. We may create an individual learning plan (ILP), detailing the crucial learning targets for your child and our strategies for helping them achieve these goals.
- We invite parents to review this plan with us approximately once a term. Furthermore, we may develop an Individual Support Plan, which highlights the

challenges your child faces and the positive strategies to support their learning. This plan is reviewed annually unless your child's needs change.

- Your child's details will be recorded on our register for children with SEND, which enables us to monitor the provisions and support provided. This register is accessible to Devon County Council and the Department for Education (DfE) for oversight purposes.
- If necessary, we will seek additional support from external agencies, such as Speech and Language Therapists or the Communication and Interaction Team, with your agreement.

Severe Special Educational Needs

- In cases where a child's needs are identified as severe, lifelong, and complex, and their learning barriers cannot be mitigated through classroom teaching and supplementary support, we may need to apply to the Local Authority for specially designated Educational Health Care Plan (EHCP)
- This process involves a statutory assessment of your child's needs, requested by the school. A panel of experts will examine the documentation and determine whether a statutory assessment is warranted. Should they deem it appropriate, you and other professionals working with your child will be asked to submit reports outlining your child's needs. If the panel finds that your child's needs meet the criteria, they will prepare an Education Health and Care Plan (EHCP), reviewed annually. This document stipulates long-term objectives and strategies to help your child achieve them.
- If the panel concludes that your child's needs do not necessitate an EHCP, the school will continue to support them and ensure an ILP is in place to facilitate progress.
- Parents can access further information about the Local Authority's offerings for children and young people with SEND on the Devon County Council website or by calling 01392 380000.

Special Educational Provision

- Malborough with South Huish is a mainstream primary school which is proud to provide enriched, inclusive provision for all children, including those with a Special Educational Need or Disability.
- Details of the schools Ordinarily Available Inclusive Provision (OAIP) that is in place for all pupils can be found here:

Accessibility and Training

Our school strives to ensure accessibility for all students.

- Most classrooms and school spaces are accessible for a wheelchair if ramps are used.
- There is not a disabled toilet on site. The school grounds, including playgrounds, are also designed to be accessible.
- To support children with SEND, all class teachers are qualified and regularly engage in professional development to enhance their effectiveness in catering to diverse needs. We provide training for support staff on various conditions, including Autistic Spectrum Disorder, Dyslexia, and Attention Deficit Hyperactivity Disorder.
- Staff are trained in using specific educational strategies tailored to support these needs, continually expanding their expertise.

Communication with Parents and Children

- We believe in maintaining open lines of communication between parents/carers and the school. Teachers are always willing to meet with you to discuss any concerns or feedback.
- The SENDCo, Charlotte Miller, is also available for further support.
- We encourage a collaborative school/home partnership, keeping you informed about any additional provisions being put in place for your child.
- For parents of children with ILPs, an opportunity to discuss progress and strategies for support is provided at least once a term. In cases where a child is undergoing a statutory assessment, we invite parents to attend meetings and share their views throughout this process, ensuring all parties are aligned in offering the best possible support.

Transitioning Between Schools

As children prepare to transition to secondary school, typically Kingsbridge Community College (KCC), we facilitate this process by arranging transition visits throughout Year 6. Children with SEND may require additional visits tailored to their specific needs, which are organised by our SENDCo or Head of School. The SENDCo will liaise with the SEND Team at designated Secondary schools to share information about children on the SEN Register, ensuring continuity of support during the transition.

Support for children with SEND

- We have a graduated response to meeting pupils' needs; starting with Ordinarily Available Inclusive Provision for all which is helpful to all harmful to none and crucial for some.

- Quality first teaching is used to ensure that a range of strategies are used to adapt, differentiate and personalise learning to encourage greater inclusion of pupils with SEND needs and work to narrow the attainment gap.
- All classrooms are SEND friendly with pastel, calming distraction free environments. Visuals are used consistently across the school and a range of scaffolds are accessible for all. More detail can be found in our OAIP.
- Targeted provision is used for pupils who need extra support with individualised programmes of support and intervention. It is typically delivered by a teacher or teaching assistant in a small group or 1:1 setting.

Funding for SEND Provision

Our school receives a portion of funding from the Local Authority explicitly designated to support children with SEND. The allocation of resources is decided by the Executive Head in consultation with the SENDCo and Head of School, ensuring the funds are deployed effectively to benefit children requiring additional support.

Further Information

Parents and carers can access further information, support and guidance from:

- Devon Information Advice and Support for SEND <https://devonias.org.uk/>
- See the Devon Local offer for SEND <https://www.devon.gov.uk/children-families-education/send-local-offer/>
- Teachers and the SENDCo can direct parents to other organisations if needed.

Addressing Concerns

- If you find yourself dissatisfied with the special educational provision your child is receiving, we encourage you to speak initially with your child's class teacher.
- If you feel your concerns are still not addressed, please contact the SENDCo, Head of School, or Executive Head.
- For unresolved issues, the Governing Body has a complaints procedure that you can follow, with details available from the school office or our website.

By working together, we can ensure that every child receives the support they need to flourish in our school environment. Your partnership is invaluable in this continual process of providing quality education for all students.

Approved : May 2025

Review: July 2026