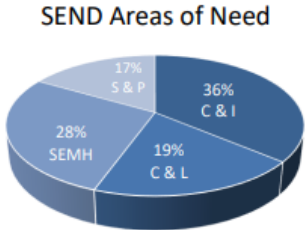


# SEND Information Report 2023/24



Key Questions	Key Information									
<p><b>What kinds of SEND do pupils in the school have?</b></p>	<p>As a mainstream school, Shaldon Primary School strongly believes in inclusion so that pupils are taught alongside their peers. Through inclusive, quality-first teaching, class teachers and support staff adapt and personalise the curriculum to meet the range of needs and abilities within each class.</p> <div data-bbox="548 965 974 1268" style="text-align: center;"> <p><b>School / National Comparison</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>SEN Support and EHCP Comparison</caption> <thead> <tr> <th>Category</th> <th>School (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>7%</td> <td>13%</td> </tr> <tr> <td>EHCP</td> <td>2%</td> <td>4%</td> </tr> </tbody> </table> </div> <p>In the academic year 2023/2024 (summer) term) there are 14 children are identified as having SEND, which is which is approximately 7% of children on roll. These 14 pupils are made up of: 4 pupils with an EHCP; 1 awaiting an EHCP to be published, and; 9 on SEN support.</p>	Category	School (%)	National (%)	SEN Support	7%	13%	EHCP	2%	4%
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	<p>We support children with a range of needs in all areas of development. 36% of our SEND children have difficulties in the area of communication and interaction, followed by 28% with social, emotional and mental health needs.</p>  <table border="1"> <caption>SEND Areas of Need</caption> <thead> <tr> <th>Area of Need</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>C &amp; I</td> <td>36%</td> </tr> <tr> <td>SEMH</td> <td>28%</td> </tr> <tr> <td>C &amp; L</td> <td>19%</td> </tr> <tr> <td>S &amp; P</td> <td>17%</td> </tr> </tbody> </table>	Area of Need	Percentage	C & I	36%	SEMH	28%	C & L	19%	S & P	17%
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<p><b>How do you know if a pupil needs extra help?</b></p>	<p>At Shaldon Primary School, we have a clear SEN identification process that is in the form of a graduated response: Assess, Plan, Do, Review. We use Devon’s Graduated Response Tool (<a href="https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/">https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/</a>) to support with this process.</p> <p>The focus is on high quality, inclusive, quality-first teaching; teachers and support staff carefully plan and organise the learning so that it is accessible for all and enables exceptional progress. As part of this, targeted interventions may be in place to support children further.</p> <p>Staff work collaboratively to support the needs of all learners. The SENDco, Assistant SENDco and Pastoral Lead all help to co-ordinate this collaborative piece of work and provide expert advice. At Shaldon we pride ourselves on knowing the children well and adapting provision according to their needs. <b><u>The child is at the centre of all we do.</u></b></p> <p>If we have ongoing concerns about a child’s ability to access the curriculum or are worried about their rate of progress, we (class teacher and/or SENDco) meet with parents to discuss next steps. It may be appropriate to place a child on our SEND Monitoring List or move them straight to the SEND Register (dependent on the needs of the child).</p>										

As well as ongoing observations and professional discussions, we use a range of (not exhaustive) assessment tools, including:

- Teacher assessments and standardised tests (PIRA, PUMA and SATs)
- Phonic screenings
- Speech and Language assessments using Speech and Language Link
- Reading fluency checks
- Dyslexia screening

We also utilise expertise within the ACE Trust to support with advice and next steps. The SENDco is in regular contact with the Trust Inclusion and SEND Lead and will meet half-termly to discuss children's needs.

As well as this we also use external agencies to support with the identification of need and next steps. Agencies include (again, not exhaustive):

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Counsellors
- Specialist advisory teachers (Babcock)
- Early Help
- DiAS

<p><b>How do teachers help pupils with SEND? How will the school support my child?</b></p>	<p>As a mainstream school, Shaldon Primary School strongly believes in inclusion so that pupils are taught alongside their peers. Through inclusive quality first teaching, class teachers and support staff adapt and personalise the curriculum to meet the range of needs and abilities within each class. Teaching is adapted in many ways to suit the varying needs of individuals and groups within the class, e.g. changing resources, varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology etc. Inclusive, quality-first teaching and a broad and balanced curriculum from class teachers is an entitlement for all pupils. Appropriate adaptations enable all pupils to experience feelings of success and achievement.</p> <p>At Shaldon Primary School, we recognise that there are some children who may need extra support to make exceptional progress. This may include small group intervention work, additional adult support, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.</p> <p>Children with identified SEND have a half-termly individual learning plan (ILP) with clear targets. These targets are shared with parents and adapted and then shared with children so that they understand what it is they are working on. These targets and the additional work which they undertake as part of them, is in addition to the broad and balanced curriculum they access. Children with SEND at Shaldon do not miss their learning to complete additional target work; they do this <i>as well</i> as their class learning so do not miss out.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Shaldon Primary School promotes inclusion and carefully monitors groups so that all learners can access all areas of the school curriculum. We cater for pupils with a wide range of additional needs, not just Special Educational Needs (SEN), and this includes gender, minority, ethnic and faith groups, Children in Care and Young Carers. Pupils with exceptional aptitude</p>

and skills in any subject area will find many opportunities to develop these e.g. within their regular lessons through adapted work and extension activities, in additional small group work and enrichment opportunities both in and outside of school. Some Pupils with English as an Additional Language (EAL) have additional needs but not special educational needs. Pupils whose first language is not English sometimes need tailored support to ensure access to the curriculum and also a tailored programme to learn and use the English language.

At Shaldon Primary School, we look at the educational needs of pupils with disabilities and in liaison with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential. This will include a personalised curriculum tailored to individual needs, where appropriate, as well as ongoing professional development and training for staff.

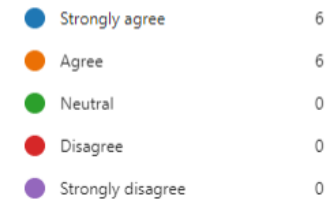
The level of support available at Shaldon Primary School can be divided into three areas: Universal, Targeted and Specialist. Universal support includes inclusive, quality-first teaching and in class support and differentiation. Targeted support includes individual or small group interventions that are above and beyond that which is provided in class. Specialist support includes following programs and advice from outside agencies that are providing the individual child with specific plans and targets. Parents are involved in any decision making and these decisions are supported by the school staff. If, after completing the graduated response, additional support is required, then we work closely with a number of outside agencies as listed above.

**How will the school know how well my child is doing?**

Staff at Shaldon Primary School continuously monitor children’s progress and this information is used to make adaptations to planning and teaching. This day-to-day formative assessment helps to shape the children’s provision. Parents with children with SEND receive regular updates from teachers about this provision and these updates vary from fortnightly, weekly or even daily updates, depending on the needs of the child.

Communication from my child’s teacher is good

[More Details](#) 💡 Insights



even daily updates, depending on the needs of the child.

Feedback from the Spring SEND Survey showed that parents feel communication from the school is good or better.

Parents also receive half-termly ILPs and half-termly ILP reviews. All plans have clear entry and exit data so parents know what progress has been made.

Parents of children with an EHCP meet annually to review progress made against EHCP targets.

Any parent is able to speak to their child’s teacher at any point and they are also able to contact the SEN Team to find out any information on their child’s progress.

**How will my child be included in activities**

All children with SEND are included in activities outside of the classroom, including school trips. Appropriate adaptations may need to be made in order for children to be part of these opportunities and it may be necessary for risk assessments to specify additional safeguards to ensure children are safe.

<p><b>outside the classroom, including school trips?</b></p>	<p>The school will make every effort to ensure that children who have medical needs will be fully included in all of school life, including trips and residential.</p>
<p><b>How will you support my child's overall well-being?</b></p>	<p>Shaldon Primary School Primary School prides itself on being a nurturing and inclusive setting with a strong focus on positive relationships built on mutual trust. At Shaldon we adopt a whole-school approach to the social, emotional and mental health needs of children and their well-being is at the heart of all that we do.</p> <p>We have three tiers of emotional support:</p> <p><b>Tier 1 – In-Class Support</b></p> <p>This is a whole class approach to supporting children with all aspects of social, emotional and mental well-being. This is through weekly safeguarding (PSHE) lessons and Votes for Schools debates.</p> <p><b>Tier 2 – Wellbeing Group</b></p> <p>This is made up of 8-10 children who access general wellbeing support once per week (1 hour). This is led by the Pastoral Lead.</p> <p><b>Tier 3 – Emotional Literacy Support (ELSA)</b></p> <p>This is one-to-one, weekly (30 mins) for up to a term. The support in these sessions is bespoke to the child's needs and will therefore vary from child to child. This is led by the Pastoral Lead who is ELSA trained.</p>

	<p>If a child has a medical health condition, then a Health Care Plan will be completed by the parents with the support of the SENDco/SEN Lead. These plans include any medicinal needs as well as emergency procedures and specific interventions.</p> <p>If a child needs support with their personal care, then an intimate care plan will be completed with the parent (and the child – where appropriate). Risk assessments will be regularly completed and reviewed to support both child and the staff in delivering the best provision. The plan is shared with all key adults and reviewed and updated regularly to support the individual child. The SENCO/SEN Lead may also arrange further multiagency support. Risk assessments are also completed to ensure the safety of the individual children and the staff working with them.</p> <p>Shaldon Primary School work very closely with a number of outside agencies including: the Inclusion Team; the local EWO and EP, to ensure that we are supporting the children and their families to reduce the likelihood of exclusions and to increase out attendance.</p>
<p><b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b></p>	<p>Parents and carers of children with SEND are included in the school's standard methods of information sharing – including parents evenings. Any parent is able to contact the class teacher or SENDco at any stage of the school year for information.</p> <p>If a child is accessing an intervention or is being assessed using a specific program then the child's progress will be shared with the parents at regular intervals, including start and end points.</p> <p>If a child is having input from a specialist service, then the parent will be informed by either the specialist or by the school each time any input or assessment is carried out. The feedback regarding progress may be given as part of a TAF meeting or as a one-off meeting / phone call depending on the needs of the child or the wishes of the parent.</p>



Any parent has the opportunity to have a brief chat with the class teacher during the collection at the end of the day, for day-to-day feedback. If the parent wishes to have an in-depth conversation with the teacher, this is done over the phone or by appointment.

If there has been an incident during the school day, then the school will contact the parent by phone or via Class Dojo to inform them of the situation.

There are other opportunities for parents to gather information about support and progress. These include (not exhaustive):

- Meet the teacher – at least once every half term (viewing of work or parents evening)
- Offer of parent workshops to support phonics, early reading, maths etc
- Offer of parent learning sessions for reading and maths
- Open mornings for all new starters

Parents are also regularly informed and kept up to date with the planning for the children's learning through:

- Information pages (including class pages) on the school website
- Weekly whole school newsletters
- Weekly class newsletters
- Regular Class Dojo updates
- Regular Tapestry updates (for EYFS/Y1)
- Sharing of plans and knowledge organisers (via Class Dojo)

<p><b>How will my child be able to share their views?</b></p>	<p>The school encourages children to be part of the decision-making process at school by ensuring their voices are heard with children with SEND. The child's voice is so important and this is captured on learning plans and evident in children's learning.</p> <p>Children's views are also captured through school councillors and Votes for Schools, both of which are weekly occurrences.</p>
<p><b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b></p>	<p>The support for children moving to or from Shaldon Primary School or between classes depends on the needs of the child.</p> <p>This support may include (not exhaustive):</p> <ul style="list-style-type: none"> <li>○ The class teacher and/or SENDco visiting the child's current setting to observe them in context and to meet them in their familiar environment</li> <li>○ Home visits for EYFS children</li> <li>○ Taster days in school</li> <li>○ Meet the teacher events</li> <li>○ Class transition booklets</li> <li>○ Transition days in school so children can meet their new teacher and become more familiar with their new classroom</li> </ul> <p>At Shaldon we pride ourselves on the links with have with other local primary and secondary schools and we work collaboratively to support children when they transition from one setting to another.</p> <p>All appropriate documentation is transferred to the new school along with any appropriate safeguarding information.</p>

<p><b>What skills do the staff have to meet my child's needs?</b></p>	<p>There is a commitment to continued professional development at Shaldon Primary School and all staff receive regular training and support. Each year training is mapped out to address key areas of school improvement. As well as this, bespoke training is put in place which responds to the ever-changing needs profile of the school and each of its children.</p> <p>An ongoing development area is the implementation of the ACE curriculum and its core principles and how this supports the whole child with their development. This includes: the development of substantive and disciplinary knowledge, the development of character and the development of metacognition.</p> <p>This year the Pastoral Lead has trained and qualified as an Emotional Literacy Support Adviser (ELSA) and children have been accessing bespoke emotional support on either a 1:1 basis or in small groups, depending on need.</p> <p>The SENDco has successfully completed the National Award for Special Educational Needs Co-ordination and has used the accompanying research to put in place a training package around building a culture in school based on positive relationships.</p> <p>The team in school work collaboratively, sharing best practice and skillset, to best support the children.</p>
<p><b>What specialist services are at or accessed by the school?</b></p>	<p>Each service works in a way that produces the best outcomes for the children. We have access to the following services (not exhaustive):</p> <ul style="list-style-type: none"> <li>○ Educational Psychology Service</li> <li>○ Babcock LPD Special Educational Needs</li> <li>○ Disability and Inclusion Advisory Team</li> <li>○ SEMH team</li> <li>○ Speech and Language Therapy</li> </ul>

	<ul style="list-style-type: none"> <li>○ Occupational Therapy</li> <li>○ Community Nursing Team</li> <li>○ Child and Adolescent Mental Health Services (CAMHS)</li> <li>○ Communication and Interaction Team</li> <li>○ Deaf and Hearing Impairment Team</li> </ul>
<b>What happens if my child needs specialist equipment?</b>	At Shaldon Primary School we always put the needs of the children first. If it has been recommended that a child requires specialist equipment, we will always seek to obtain that. Being part of a Trust we are able to tap into resources from other schools and can often access specialist equipment quickly this way. We also use specialist outreach services who may loan equipment or supply and fit as part of their assessment plan.
<b>How accessible is the school and how does it arrange the facilities children need?</b>	The majority of the school building is wheelchair accessible including all of the outside play areas. There is a lift to access Upper Key Stage 2. We have an accessible toilet which includes a shower and the appropriate bars, support rails etc. If additional support is required the appropriate modifications would always be made in order to meet the needs of all children.
<b>How will my child manage tests and exams?</b>	Some children require additional support in order to access and manage tests. This additional support is available in line with the government guidelines. Children are assessed in-line with the guidelines set out in the access arrangements document. Parents and pupils informed continually throughout the process (parents evenings, website etc). Class teachers make decisions about additional support and access arrangements with support from the SENDco or another member of the senior leadership team.

<p><b>What should I do if I think my child has SEND?</b></p>	<p>The SEN team comprises of:</p> <p>SENDco – Tom Hodgson</p> <p>Assistant SENDco – Sarah Acher</p> <p>Pastoral Lead – Lisa Betts</p>
<p><b>What do I do if I am not happy or want to complain?</b></p>	<p>Safeguarding and Inclusion Lead for ACE Trust- Wendy Parr</p> <p>Strategic SEND Lead for ACE Trust – Katy Burns</p> <p>They can be contacted by phoning or emailing the school directly and either appointments or meetings can be set up on 01626 873329 or <a href="mailto:admin.shaldon@acexcellence.co.uk">admin.shaldon@acexcellence.co.uk</a></p>
<p><b>Where can I get information or advice?</b></p>	<p>The Assistant SENDco is available by telephone and email three days a week and will co-ordinate responses and outcomes with the SENDco.</p> <p>If a parent or carer has a concern that they would like to discuss there are a number of options. The first point of contact would be the class teacher. Parents can also contact the Head Teacher, if the parent did not feel like they could discuss it with the class teacher. Parents and carers can also talk to the Safeguarding and Inclusion Lead, or a member of SLT. There is a clear procedure that is followed if a parent wants to raise a concern or a complaint and this will be explained clearly verbally and in writing to the parent/carers if they feel that they want to make a complaint. The complaints policy is on the website and can also be requested from Contact details for the Special Educational Needs Coordinator Arrangements for handling complaints from parents of children with SEND. If a family are requesting additional support the school SEN and Safeguarding team are able to signpost parents/carers to a number of different services that are available. Parents and carers are also made aware of the Local Offer; a link to this can be found on the school website.</p>

	Parents can also contact the Devon information and Advice Service (DIAS) via <a href="https://devonias.org.uk/">https://devonias.org.uk/</a>
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