

3) Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

How does the school evaluate the effectiveness of its provision for SEND pupils?

What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

How will both you and I know how my child is doing?

We undertake termly assessments, to inform our teaching and provide summary information about children's progress and attainment. Where a child's achievement is behind that of their peers, this may still indicate good progress, depending in their starting points. However, sustained slow progress needs to be addressed, so that each child can achieve to their full potential. We will meet with you to discuss your child's strengths, progress and areas to support.

How will you help me to support my child's learning?

What is the school's approach to teaching pupils with special educational needs?

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

What additional support is available to meet each child's needs?

How is the decision made about the type of additional support and how much support my child will receive?

We adapt to the needs of each child, using the Devon Graduated Response Tool and our own Pathway, as guidance, and we use a My Plan when appropriate, so that staff, children and parents can have clear goals, ensure helpful interventions and know next steps. Where needs are significant and appear resistant to our interventions, we will consult with external specialist agencies for support; this is always done in conjunction with parents and children. In complex, long term situations, an Education Health Care Plan may be required, in consultation with all involved.

Please see our My Plan

How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

How will my child be included in activities outside the school classroom including school trips?

We include all children in activities, wherever and whenever possible. If there is a difficulty in doing so, we will discuss this with the parents/ carers and child, in order to make every possible arrangement for them to take part. It may be necessary to undertake a risk assessment, in some circumstances, to ensure that we have thought through potential obstacles and can implement any reasonable adjustments. For example: a child with visual impairment may require us to use a brightly coloured, or audible ball in PE, or for the adult to wear a high visibility vest on a trip, or a child with emotional needs may need careful preparation and an additional adult to provide reassurance during the activity.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

What support will there be for my child's overall well-being?

We are dedicated to providing a nurturing environment, as we value the emotional wellbeing of all children, staff and parents. This is embedded in our School Vision: Be Well; Learn Well; Live Well. We understand that mental and emotional stability is vital for lasting learning to take place. We also see our role as crucial, alongside parents and carers, in helping children to develop life-long skills of emotional awareness and self-regulation, so that, as a society, we are all able to live happily and safely together.

Therefore, we provide whole school and specific interventions for children experiencing difficulty, whether temporary, or longer term. such as: mentoring (Attachment Based Mentoring training staff), Pets As Therapy (PAT) visits, Mindfulness sessions, and general Personal Social Health Education (PSHE) lessons, for every class, at an age appropriate level. Our staff receive regular training and we also hold wellbeing sessions for parents and carers, so that we, as adults, can respond to the needs of our children more effectively.