

Clyst St Mary Primary School



Vision Statement: Nurture and Grow Together through Resilience, Aspiration and Kindness

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Clyst St Mary SEND Information Report

This information should be viewed in conjunction with our SEND policy, assessment policy, relational policy, intimate care policy, Medical policy and Devon's Local offer.

1. The kinds of special educational needs for which provision is made at the school. What kinds of SEND do pupils in the school have?

Clyst St Mary is a mainstream, single-year entry primary school with children from reception age to year 6. Clyst St Mary provides a busy, creative, caring and inclusive environment for all learners – including those with SEND. Our visions and values for our pupils with SEND are just the same as every other pupil at the school: To nurture and grow together through resilience, aspiration and kindness.

- To nurture self esteem and confidence
- To develop a thoughtful, kind and caring young person
- To create resilient young people
- To create aspirational young people
- To teach children how to live safely in the modern world

There are four types of Special Educational Needs and Disabilities (SEND), described by the Department for Education:

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory and/or physical needs

A child may also require additional provision due to the impact of significant medical needs. If a student has SEND, then their needs will fit into one or more of these categories.

Clyst St Mary has children with a wide range of needs across all of these areas. Many have their needs met from within support and adaptive approaches as part of a teacher's quality first teaching in class. Some children require further support and need something which is "different to" or "in addition to" their peers to cater for their special educational need/s.

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2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs or a disability (SEND)? What agencies does the school work with?

At different times in their school journey, a child may have a special educational need or disability (SEND).

A definition of SEND (Code of Practice: 0-25 years January 2015)

- 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has 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 or mainstream post-16 institutions'

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Some children have these difficulties at birth, other difficulties can become evident as children grow and develop. For some children, a particular set of experiences can trigger the need for a period of additional support.

Class teachers, support staff, families and the learner themselves can be the first to notice a difficulty with learning. At Clyst St Mary Primary School, we ensure that assessment of educational needs directly involves the learner, their families and of course their teacher. In school, gaps and difficulties are primarily identified as part of our ongoing quality-first teaching and in-class assessment, or from a child displaying a particular difficulty as they engage with everyday school life. We also take into account information from previous schools; liaising as necessary to continue the use of successful strategies and approaches.

At Clyst St Mary, we cater for a wide range of difficulties and differences within our classrooms through our quality-first teaching approaches. If a learner is identified as having a SEND, this is because they require provision that is 'additional to' or 'different from' the usual curriculum, practices and support within the class or of that age phase and therefore require an ongoing targeted or specialist response. If a pupil is identified as having SEND then their name is added to the school's SEND Support List. We recognise that students' needs may change over time and adapt our provision to reflect this. The aim of any additional provision is for the student to achieve their full potential. Once the support is no longer required, children will come off the SEND Support List – they may, of course, go back on (if necessary) at a later date. This will all happen within discussion between the family, class teacher and SENCO. Please see our SEND policy for full details.

At Clyst St Mary Primary School we aim to ensure that:

- Pupils with SEND are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We provide additional support for learning while maintaining/enhancing an individual's self-esteem and independence skills.

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- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) and resources available to us (including through outside agencies such as Devon County Council (including Devon Educational Services), Devon Children and Families Health (NHS), Devon Children and Families (Social Care).
- Families and students are fully involved in the identification and assessment of SEND; we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach (as set out by Devon SEND).
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, making efficient use of available resources and funding.
- We maintain up-to-date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to staff in the school.

The Special Educational Needs Coordinator (SENCO) works with teaching staff to support and advise with the identification of barriers to learning where necessary. We have a range of assessment tools available to support us in identifying needs including:

The Devon Graduated Resource Tool (DGR); whole word reading and spelling screens; comprehension reading diagnostic assessments; maths diagnostic assessments; Speech and Language LINK screeners; Boxall emotional and social needs screener; Fun Fit gross motor skills; and diagnostic assessment.

Which outside agencies have we worked with?:

For some learners, we may need to seek advice from specialist teams. We have access to services provided by Devon County Council (including Devon Educational Services), Devon Children and Families Health services and Devon's Early Help, many of which are traded (available at a cost to the school) - these are described on the Local Offer website - www.devon.gov.uk/send. Other services are bought in directly by the school.

In 2024-25 Clyst St Mary Primary School has worked with the following support partners:

Educational Psychologist

Speech and Language Therapist (SALT)

Bowel and Bladder

Paediatric health team

Social, Emotional and Mental Health Support Advisory Teacher

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Occupational Therapist (OT)
Physiotherapist
Communication and Interaction Advisory Teacher
Early Help Hub
Public Health nursing team
Specific Learning Difficulty Advisor
Hearing Impairment Advisor

What should I do if I think that my child has a SEND?

If you think your child may have SEND, your main point of contact at school should always be your child's class teacher as they know your child and their needs within the school best. You can start by contacting the class teacher, who will be able to discuss your concerns with you. They will liaise with our SENCO.

If you need to speak with other staff members, such as our Safeguarding and Wellbeing Coordinator or the SENCO, then the class teacher (or school's admin team) will also be able to help you arrange this. admin@csmmps.org.uk 01392 874583

SENCO – Tracey Jones
SEND Link Governor – Lucy Topliss
Safeguarding and Wellbeing Co-ordinator – Ellie Wilkinson
School Mental Health Lead - Emily Allen
Schools Nurse link – Public Health Nursing Team - East

3. At Clyst St Mary, the name and contact details of the SEN Coordinator are:

Tracey Jones: jonest@csmmps.org.uk 01392 874583

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4. Information about the school's policies for making provision for pupils with special educational needs (whether or not pupils have EHC Plans), including—
- a) how the school evaluates the effectiveness of its provision for such pupils;

Teachers identify needs and respond to assessment findings within their class by considering additional provision and intervention for all children, including SEND provision. During termly assessment meetings between the class teacher and Senior Leadership Team (SLT), the progress of individual pupils is tracked and discussed - including the impact of any interventions and additional support being deployed.

Using national and Devon resources and evidence-based research, the school has developed its own universal, quality-first teaching recommendations for all teachers and classroom staff to use. This is frequently used by all subject leaders, SLT and the SENCO. The SENCO focuses on one of these areas termly to ensure that whole school training is targeted at areas of need here and that staff are refocused to the standards/recommendations.

The school also monitors the quality of teaching and learning each term. SLT, school governors and Subject Leaders complete learning walks, observations, book scrutinies and discussions with learners to ensure the standards remain high and to inform whole school development. The SENCO and SLT also complete periodic checks in class and beyond to ensure that the provision as outlined in plans is in place and continues to have a positive impact for pupils with SEND. Please see our SEND policy and Assessment policy for full details.

Each year the SENCO uses national and local tools and recommendations to inform and evaluate our provision. Along with the SLT and administrators, the SENCO considers attendance data and exclusion data for children with SEND and also analyses the progress and attainment of all children with SEND with teaching, learning and assessment lead. These findings will feed into the school improvement plan. The SENCO reports to the governors twice a year (either with a written report or in meeting discussion) and through termly meetings with the 'SEND link governor' who reports to the governing committees to keep all governors informed.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

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How will both you and I know how my child is doing and how will you help me to support my child's learning?
How will I know my child is making progress?

We offer an open-door policy where families are welcome to come and discuss their child's progress with the class teacher. There are always staff available on the front playground at drop off and pick up times. If the family feels that they would like a more detailed discussion about their child, they are welcome to make an appointment to meet with the class teacher and discuss how their child is progressing. Families can contact staff members by emailing the school or by writing a note to their child's teacher or by booking a meeting through the school office: admin@csmmps.org.uk or 01392 874583.

Monitoring progress is an integral part of teaching and leadership within Clyst St Mary Primary School. Teachers, as part of their professional standards, monitor and review all students' progress throughout the year (including those with SEND).

The whole school system at Clyst St Mary Primary School includes:

- Data collection termly, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers, subject leaders and senior leadership can track the progress of students across the school year and intervene promptly if students experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, by the class teacher and teaching assistant. The information is used to plan and design the intervention programme for the next half term. These are recorded on the class assessment trackers and pupil's individual SEN plans. These are reviewed periodically by the SENCO and SLT.
- Teachers, and teaching assistants involved, work together on a day-to-day basis, planning and reviewing lessons and additional support to cater for some highly differentiated 1:1 SEND. These targets and plans are discussed and set with families during termly Team Around the Family meetings (TAF) meetings. For children with complex needs meetings can also be attended by the SENCO and relevant outside agencies where appropriate.
- Teachers are observed by Senior Leaders and Subject Leaders as part of the school's Managing Performance and Progress system; the deployment of additional adults in the

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classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.

- Senior Leaders and Subject Leaders carry out book scrutiny's, pupil progress meetings and learning walks to ensure effective provision is in place for all learners, including vulnerable learners and those with SEND.
 - The Head Teacher and Executive Head are responsible for whole school data and track the school's attainment and progress against national standards. This provides guidance for the Class teachers, Subject Leaders and SENCO when planning the additional support for students.
 - The SLT meet with all teachers, termly, to discuss the progress of the children in their class and to help identify and support children who are off track – including those with SEND.
- As well as our open-door approach and informal conversations between families and teachers, planned arrangements for communicating between school and home include the following:
- The whole school has two formal parents' evenings each year and one additional optional parents' evening (in the summer term prior to transitioning to a new class) when all teachers are available to meet with families and discuss progress and learning including any SEND provision.
 - The whole school has a reporting programme, which includes a class teacher report across all curriculum areas. These are sent home to families each July.
 - All children on the SEND Support List have an Individual SEND Plan (ISP). This identifies needs and clarifies the support that is being given within class, through extra intervention and from any outside agencies. There is also a place for the teacher and family (and child where appropriate) to set and review termly targets in relation to these identified needs. These are reviewed by the family and class teacher termly through our Team Around the Family (TAF) meetings - where relevant/available any outside agencies are invited to attend these too.
 - If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by the family, teachers and outside agencies involved in the student's education.
- Although termly TAF meetings between the class teacher and family

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(and where relevant/available the SENCO and outside agencies) also occur for pupils with an EHCP.

Families, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that the family and children are involved in each step. The family and teachers (with the learner where appropriate) will discuss the needs, additional provision, aims and set targets for any intervention groups and home learning. They will also review any previous intervention/ provision and outcomes; sharing progress and next steps. This review is held during an extended parent's evening meetings or separate Team Around the Family (TAF) meeting held at least once a term. See the SEND Policy for further information here.

c) the school's approach to teaching pupils with special educational needs; d) how the school adapts the curriculum and learning environment for pupils with special educational needs; How will the school staff support my child? How do teachers support pupils with SEND? How will the curriculum be matched to my child's/young person's needs?
Is there any additional support to support pupils with SEND?

Every teacher works hard to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum so that many needs can be met through high-quality teaching, adaptive approaches and differentiation this might include using:

Visual timetables

Task Boards

Utilising different learning styles/methods

Writing frames, word lists or scaffolds

Use of Widgeit or Colourful Semantics

Visual or Oral prompts and re-focusing

Pre-teaching vocabulary

Use of IT; tablets, laptops or other alternative recording devices

Peer buddy systems

Positive behaviour rewards system

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Reducing the content or chunking tasks

Postural resources

Differentiated tasks or outcomes.

Additional time

Small group teaching Etc.

Each learner identified as having SEND, has access to support that is 'additional to or different from' the adapted curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. This support is described on the child's Individual SEND Plan (ISP) - sometimes known as an IEP (Individual Education Plan). We modify the ISP each term in discussion with the family responding as our learners and their needs change.

We use a graduated response to needs, selecting appropriate access, provision and intervention to support a child's need/s. We use the Devon Graduated Response Tool to help us make appropriate identification and responses to need. Class teachers are supported here by our experienced SENCO and wider teaching assistant team too.

e) additional support for learning that is available to pupils with special educational needs;
How is the decision made about the type and how much support my child will receive?

Devon County Council provides funding to all schools for SEND provision based on a Devon agreed formula. (This does not reflect the level of pupils with SEND in a setting). Budgets for SEND are set at a county level. At Clyst St Mary, we ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. It is our aim to ensure pupils are given support most appropriate to their needs using a graduated response. SEND support will not necessarily be time spent with a teaching assistant and may be better supported with individual/small group adaptations and alternative ways of working within class. We are always looking to promote and encourage independence and resilience.

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Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age-expected attainment or to progress in line with their previous attainment. Our teachers know the children in their care very well and - using their assessment data, observations during everyday classroom activities and through discussions with the family and children themselves - have a wide knowledge of the child; their strengths and difficulties. Each term, staff training is provided (based around one of the 4 areas of SEND) to ensure staff remain up to date in their knowledge and understanding of difficulties so that they feel confident when identifying and responding to SEND in their classrooms. Regular training about Devon's SEND systems and processes and support available through external agencies is also provided to staff and through support from our SENCO, Early Help and Mental Health Leads.

The SENCO consults with the whole teaching team, including the Senior Leadership Team, subject leaders and support staff, to discuss the pupils' needs and what support would be appropriate. Extra advice is sought from outside agencies and specialists, when needed, either using a statutory or traded (additionally paid for) route.

Please note: some routes are privately accessible only due to outside agency thresholds.

f) how the school enables 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 and;

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

All pupils are entitled to be included in all aspects of the school curriculum and wider school experiences; we aim for all pupils to be included equally on school trips. At Clyst St Mary, we are committed to making reasonable adjustments to ensure participation for all and will provide the necessary support to ensure that this is successful (seeking advice and support from partner organisations and specialist support where needed).
A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the event

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that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided onsite where possible or in school. The Headteacher ensures that our access and arrangements work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there can be an overlap here. Children and young people may therefore be covered by both SEND and disability legislation.

g) support that 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 wellbeing?

We have a whole school relational behaviour policy which supports positive interactions between adults and pupils and pupil to pupil in school. All staff have been trained in line with our policy and most staff have also received PiP (Passive interventions) training too to further support positive relationships and behaviours.

Ellie Wilkinson is our Safeguarding Lead (Incl. Post adoption/Looked after pupils); she works with the Early Help and MASH teams in Devon.

Emily Allen is our Mental Health and Wellbeing Lead; she oversees wellbeing provision across the federation. She is also our Sport, Health and PSHE Leader.

The school follows a quality Personal, Social and Health Education programme called SCARF which is a whole-school approach supporting primary schools in promoting positive behaviour, mental

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health, wellbeing, resilience and achievement. It is a toolkit which helps to keep children safe, mentally well, ready for learning and able to develop the skills needed to grow into caring, respectful citizens who can achieve their full potential.

Some pupils access additional small group or individual support for their emotional wellbeing or social skills development in addition to this.

The school also works with families - often within the Early Help and Right for Children pathways - to seek support beyond the school environment liaising with outside agencies where necessary/possible.

For further information please see our Safeguarding, Child Protection and Wellbeing Policy or contact Ms Wilkinson/Mrs Allen via the school office admin@csmps.org.uk or through your child's class teacher

Students who struggle significantly with social situations are identified and overseen by a named MTA during lunchtimes and by duty staff during break times, where they are supported to successfully manage and enjoy unstructured social time.

Our office administration team oversees day-to-day medical concerns and medications – as well as being a source of information regarding allergies, asthma and other childhood illnesses and conditions. In a medical emergency, the designated First Aiders will attend urgently, or may call for an ambulance if the student requires hospitalisation. Identified members of staff are trained annually on administering Epi-Pens for anaphylactic shock. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

For a more detailed overview of these arrangements see the schools' Medical Conditions Policy.

If a pupil is unwell during the school day, and is too ill to stay at school, their family will be contacted and asked to make arrangements for collecting them as soon as possible.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

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Our SENCO (Tracey Jones) is qualified and experienced within the area of teaching and SEND. She liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and endeavours to meet all needs. The school works closely with any external agencies that are relevant/available to individual students' needs, including:

- Health – GPs, school nursing team, clinical psychologists and psychiatrists (CAMHS), Devon children and families health service, paediatricians, speech & language therapists (SLT), occupational therapists (OTs), physiotherapists, neurodiversity pathway team.
- Social services (alongside Ms Wilkinson) – locality teams, social workers, child protection teams, family intervention programmes and adoptive support.
- Educational Psychology Service.
- Devon's Educational Service: Specialist Teacher Advisors – visual or hearing impairment, physical disabilities, communication and interaction, social, emotional and mental health support, specific learning difficulties, SEND strategic team
- And Devon's 0-25 SEND team

SEND training is an on-going, rolling programme of professional development for our staff throughout the school year. Each term one area of SEND is identified as a primary focus for in house and external INSET sessions. This ensures all staff's knowledge and understanding of SEND remains up to date and that staff are confident to meet the needs of the children within their care. The school also has an induction and training programme for teaching assistants. The school has its own focus on quality-first universal teaching strategies through in-school training. Quality First Teaching training is provided across the year for all teaching staff and teaching assistants from Subject Leader, SLT and the SENCO.

In 2022-23 other INSET (training) for all staff members has included:

- Passive intervention and Prevention (Pips)
- Adaptive teaching strategies
- An introduction to the EEF 5 - a day - quality teaching principles.
- SEND and the role of a subject leader
- Improving the quality of Individual SEN Plans

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- Revision of Devon and NHS pathways for referral and referral requirements - Devon children and families and Devon Education partners (to keep abreast of significant changes in pre-referral work and changes in assessments necessary due to the increases in thresholds for support).
- SEND 100 training modules: Attachment, SEMH needs, SLCN, Autism and social communication, Physical and sensory needs (TA and ECTs)
- Sensory processing and self regulation
- Read, Write Inc training (KS1)
- Reading Fluency
- Using speech and language link (TA training)
- Attachment based mentoring support
- Supporting children with mental health and wellbeing needs
- Diagnostic assessments and targeted support in maths
- Wigit training
- Supporting pupils with SEND to be independent.
- New to the role of TA

This is as well as the ongoing professional development for TAs and staff working with outside agency specialists - education and health professionals– this year we have received input and support from the; Speech and Language therapist, SEMH support, IT use for high needs SEND, Dyslexia support, Hearing Impairment and Communication and Interaction team (including their SSA outreach).

We do not have specialist staff or services on site at Clyst St Mary.

Our SENCO attends relevant NASEN and Devon-run SENCO information and update sessions, SENCO forum and network meetings, SEND annual conferences and relevant additional training.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

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How accessible is the school both indoors and outdoors?

The site is split into the main building (a mixture of Victorian and 1970s buildings) and the Jubilee building (constructed in 2011). A further building was added to the Jubilee block in Summer 2018 with a new classroom, cloakroom and toilet block. Whilst the main building is fairly old, it has undergone several improvements to make the learning and wider school environment as accessible as possible - including a new fuller access toilet block in 2020. All rooms (except the staffroom areas and staff office spaces) are accessible for wheelchair users and those with physical disabilities. Many external and internal doors have been adjusted – allowing wheelchairs and most specialist equipment to fit through them. The majority of door thresholds have been altered too.

Both buildings have a full access toilet – with handrails. The facilities in the main building have a changing bench, ceiling hoist and shower for intimate care.

There is a fairly level playground and field area used for games sessions and playtimes. Access to the top field, pond and back exit has been allowed through a full access path although this is quite steep and is not appropriate for all needs. Use of these areas for those with movement and physical restrictions are reviewed by staff depending on the weather and child's individual needs.

Children with physical difficulties have full use of their specialist equipment in school – although storage of these items is a challenge on our compact site.

The school hall – used for indoor PE sessions, assemblies and hot lunches – can be accessed down a short, flight of stairs which has a handrail or through the back entrance of the hall. Access between the main building and the back entrance is via the front playground is partially covered.

Unfortunately, there are no parking facilities on the site though and no easy access for wheelchair users in regards to parking.

A Sound Field System is available in most classrooms. We are in the process of updating our interactive smart boards with HD interactive screens – this will be rolled out on a needs basis where funds allow.

The school provides additional IT access for pupils with motor skills difficulties and/or cognition and learning needs through the use of tablets and laptops – where it is appropriate and provides a positive alternative. Children who have motor skill and sensory difficulties have access to balance/wedge cushions, sloping boards, pencil grips, tailored pencils, pens and scissors etc – where required.

Classes have visual timetables to help children understand the structure of the day and to plan for change. Where space allows, children have access to individual work stations if they need a more focused working area. Some children work with a TA or their class teacher on social and emotional prompts and resources to support them with routines, managing behaviours and change. Other pupils have support using a 5 point scale and self regulation strategies to help them with emotional regulation. They may need this plotted on a relational and co-regulation plan.

We do not have separate specialist facilities such as sensory regulation space, therapy room, nurture space or light room due to a lack of space on our site.

We liaise closely with Devon County Council, Education and Health support services, Occupational Therapy and Nursing teams to secure the access to any additional funding or outside agency advice which may support pupils with additional needed here.

7. The arrangements for consulting families of children with special educational needs in the education of their child.

How are families involved in the school? How can I get involved?

Who can I contact for further information?

Clyst St Mary believes in the powerful partnership between children, families and teachers. Through regular termly parent's meetings, formal meetings of SEND and our open-door policy we actively encourage families to be involved in the whole learning journey. We are also keen for family members to support the school and their child through volunteering e.g. changing books, listening to readers, working on number facts, helping with extra curricular events or trips, transport for sporting events or sharing your own skill set with the children and staff members. Our school community comes together for fetes, productions, assemblies, celebrations, sports events, school grounds day and after school evening events etc.

If you wish to be more involved in life at Clyst St Mary look out for our letters and emails – or please contact the school office or your child's class teacher. Please note: in the interest of child safety we do ask that regular volunteers complete a DBS (please ask in the office about this).

Please also consider joining and being involved with our active PTFA (Parents, Teachers and Friends Association).

What can I do if I have further concerns or need further help?

To share any concerns, a family's first point of contact should be the child's class teacher.

Families can also arrange to meet the SENCO (Tracey Jones) via their child's class teacher or the school office – on 01392 874583 - admin@csmmps.org.uk

Additionally, the school liaises with and can refer families to outside agencies for information and support - including Public Health Nursing and DIAS (Devon Information Advice Support) . A comprehensive list of advice and support services can also be found on the Devon Local Offer website: www.devon.gov.uk/send

In regard to SEND, children, families and their teaching and support staff will be directly involved in the process of implementing SEND support. The review process will occur at

least termly - three times a year - where we all discuss progress and next steps. Where appropriate wider support agency colleagues involved will be invited to attend the Team Around the Family (TAF). If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place. The SENCO holds the annual EHCP reviews inviting teaching staff, the family, outside agencies and the child to attend and contribute. An annual report will be sent out to all parents, two formal parents' evenings and one optional one will also provide opportunities to inform families about the child's attainment and progress.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
How will my child be able to share their views?

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views e.g.

- The school has an active school council, where pupils are elected each year by their peers to represent them. The school council is consulted on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year. The school council also form part of the school's interview process for new members of staff.
- The children support their peers by taking up roles of responsibility within the school – older children act as a sign post and role model to younger pupils and vulnerable children – acting as Buddies and Play Leaders.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- All children partake in learning conversations (and target setting or conferencing meeting in key stage 2) with their class teacher.
- They are involved in the assess, plan, do and review cycle (with their family and teacher) and feedback is actively sought.

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- All children are invited to join parent-teacher meetings and are asked to share their views and join in with target setting and feedback.
- If a pupil takes part in an intervention programme, then they will reflect at the end of each session upon what they have learnt/improved/enjoyed as well as contributing their views to the half-termly review of progress.
- If your child has an EHCP Education, Health and Care Plan for SEND, their views will be sought before any review meetings.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from families of pupils with special educational needs concerning the provision made at the school.

We have a complaints procedure which is available on our website. But we encourage families to come in and talk to us in the first instance to resolve an issues or problems they may be experiencing.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body considers that supporting families is very important. Where possible the Governors undertake to seek additional grants and funding to meet the needs of children with a special educational need. The SEND Governor oversees that the school's SEND duties are carried out within the school and meets termly with the SENCO to discuss SEND matters. It is the Headteacher and Governors' responsibility to ensure that the SENCO and classroom staff have enough time and resources to undertake their duties in regard to SEND.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

There is a list of contacts and other information on the DCC website Devon County Council Local Offer: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Other Useful links

Department for Education - GOV.UK (www.gov.uk) for government information including the SEND code of practice. SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) www.devonias.org.uk Devon Information and Advice & Support for SEND (Formerly Parent Partnership): who will work with families in Devon to support them with any aspect of SEND including transitioning between schools and applying for an Education Health and Care Plan.

<https://www.dcfp.org.uk/> Devon Children and Families Partnership - a listing of key support for social care, improving life chances, healthy living and wellbeing across Devon. With access to Early Help.

<https://childrenandfamilyhealthdevon.nhs.uk/> Link to Devon Children and Family Health services for ADD/ADHD, ASD, Speech and Language, CAMHS OT and physio support and more

<https://www.devon.gov.uk/educationandfamilies/healthilies> link to public health and school nursing teams for advice and support for children and families on health matters such as sleep, eating, emotional welling being and mental health.

www.ipsea.org.uk IPSEA (Independent Parental Special Education Advice)

<http://www.cedaonline.org.uk/> CEDA is an independent registered charity and not-for profit company limited by guarantee which provides learning and social opportunities to disabled people in Devon and offers support to families of children with SEND. With links to their BISNET training for parents and families.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transition is a part of life for all learners. This can be transition to a new class within the school, having a new teacher or moving from or onto another school. Clyst St Mary Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners including those with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. All teaching staff are given time to transfer information and successful strategies with each other to ensure smooth transition between classes for all pupils. They work hard to welcome children and quickly learn about their needs, strengths and interests. Current staff look to strengthen their positive relationships with pupils in their next class across the last few weeks of term.

In the summer term, we hold a "meet the teacher morning" where all children spend quality time with their new class teacher before the summer holidays.

For children with an EHCP, transition to secondary schools will be discussed at length in the summer term of year 5 and again in the autumn term of their Year 6, to ensure time for planning and preparation (although conversations will have begun with the family, teachers and where possible outside support agencies during the year 5 annual review where considerations of high schools are made).

Parents of all pupils (including those with SEND) will be able to discuss information, strategies and ideas for transition with the year 5 and 6 team through individual parents' meetings and year group information sessions.

In the summer term, Year 6 class teachers and school SENCO meet with secondary school colleagues to transfer information and plan for successful transitions. Where it is felt it

would be of benefit to the pupil, extra transition visits will be requested so that a pupil can familiarise themselves with their new educational setting.

In the summer term, the SENCO meets with all secondary school and pre-school settings to discuss the needs for any children with SEND. The SENCO from Clyst St Mary Primary School will be an integral part of the transition process, communicating and receiving information related to the SEND support and other needs of the pupil in detail to, and from, the SENCO of the feeder or receiving school.

The SENCO maintains links with our onsite (but separately run) pre-school setting. By invite, she will attend the termly SEND meetings held by any pre-school setting for a child who is transitioning to Clyst St Mary (or likely to be transitioning to the school). This is for a child identified with significant needs or on an EHCP pathway. The Reception class teachers will also liaise with all other nurseries and pre-schools for all children including those with SEND in the summer term once the lists of attendance have been confirmed by DCC. And visits to setting or families will be arranged.

For children who transfer between schools before year 6 the class teacher, SENCO and admin team will ensure that all relevant information – including SEND data – is passed on to the receiving school. Where a child has SEND the class teacher and SENCO will endeavour to have a face to face or telephone conversation with the receiving school. We hope that the same courtesy is extended to us when a child transfers to Clyst St Mary.

13. Information on where the local authority's local offer is published.

There is a list of contacts and other information on the DCC website Devon County Council Local Offer: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

