



Clyst St Mary School (Maintained)

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 (2015) • This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. • Equality Act 2010
Lucy Topliss Governor responsible for SEND:
Headteacher: Louise Herbert
Tracey Jones Special Educational Needs Coordinator (SENCO):
SENCo Qualifications: BEd with QTS
Contact details: jonest@csmps.org.uk
This policy will be reviewed annually each October
SEND Policy Review: Oct 2025 SEND Governor reviewed: Nov 2025
Other key school policies/plans relevant to the SEND policy - Safeguarding and Child Protection - Relational Behaviour Policy - Anti-Bullying Policy - Children with Medical Needs - Data Protection Policy - Accessibility Plan/Strategy - Pupil Premium Plan - School Admissions - Schools Complaints procedures - Health and Safety - Relationships and Sex Education - Teaching and Learning Policy - Teacher's Standards 2012 - Equality Policy and objectives

Special Educational Needs and Disability Policy

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Clyst St Mary School.

Rationale:

At Clyst St Mary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At Clyst St Mary school, we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Special Educational Needs and Disability (SEND):

- *‘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’*

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

School Admissions

No pupil will be refused admission to Clyst St Mary School on the basis of their special educational need - where that need can be appropriately met within our mainstream setting. 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.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

SEND Information Report

Schools have a duty to publish SEN information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's

1. Aims and Objectives

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at Clyst St Mary School will enable these pupils to make good progress to achieve their potential and are fully included in all aspects of the school's community.

Clyst St Mary School will have regard to the SEND Code of Practice 2015 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.

The specific objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services (if appropriate), and early years settings prior to the child's entry into the school.
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through seeking consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be assessed, delivered and reviewed by class teachers and subject co-ordinators. It will be co-ordinated and monitored by subject leaders, the SENCo and Senior Leadership Team. The provision will be carefully monitored and regularly reviewed to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
 - learners express their views and are fully involved in decisions which affect their education (pupil voice is valued);
 - parents/carers are informed of their child's special needs and are involved at all stages of their child's education (children and their families are held at the center of plans);
 - families work together with professionals and school staff to gain a better understanding of their child, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress; there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;

- Ensuring the environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start

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 and flexible adaptive teaching in class. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

2. Areas of Special Educational Need

Under the SEND Code of Practice 2015 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 organisation) and dysgraphia (writing).

Some children may have short term or long-term memory difficulties or find that they need much longer than age-typical peers to process information and instructions.

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 challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Some children struggle to regulate or self-regulate their emotions. Others have sensory needs which can cause an emotional or behavioural response.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At Clyst St Mary School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration, where appropriate, of family and health/educational support colleagues which supports the child's needs.

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.

Some children may struggle to process information which uses their auditory pathway (APD).

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, flexibility of thought and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Developmental Language Disorder (DLD)
- Autism (including Asperger Syndrome)

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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).

3. A Graduated Response to Special Educational Needs and/or Disabilities

Early Concerns

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation, flexible adaptation and our Quality First Teaching (QFT) within the classroom and a record is kept of any strategies or interventions that are used to support the pupil. This can then be reviewed in any further discussions if the concerns persist.

If a pupil's needs continue to raise concerns, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) - alongside the pupil and family - to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in Clyst St Mary School can be found in **Appendix 2**.

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

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *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.*

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- *Persistent emotional or behavioural difficulties which are not resolved 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 relational support plan.*
- *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 causes a substantial barrier to learning.*
- *Has difficulties in underlying skills; memory, movement, sensory integration, listening, attention, fine or gross motor skills.*
- *The impact of trauma or significant challenges in their life journey is impacting emotional and wider educational needs.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised by the class teacher through mutual discussions. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEN support**.

SEN Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove or reduce the identified barriers to learning. It is to ensure that the information can be readily transferred from teacher to teacher and setting to setting and where necessary any outside supporting agencies. It is not to label the child. Clyst St Mary school will ensure actions are taken to support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach (See Appendix 3):**

***Assess**

***Plan**

***Do**

***Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Parents will be kept up to date with how needs are being met and progress made by the class teacher through a joint termly meeting. These meetings are also known as a Team around the Family (TAF) meeting - particularly where external agencies (beyond the school setting) are in attendance.

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Assess

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and the experiences of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. If they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo (where appropriate/necessary) and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes. The class teacher takes day-to-day responsibility for this.

The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At Clyst St Mary School we call these plans Individual SEN Plans (ISPs).

Do

The class teacher remains responsible for working with the child on a day-to-day basis and meeting their needs in school. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The class teacher will liaise closely with any other adults who regularly teach or support the class (e.g. PPA teacher, PE teacher). Class teachers are supported by subject leaders, the Senior Leadership Team and school

SENCo. The SENCo and Teaching and Assessment Lead will monitor the progress of pupils with SEN, and where required, provide further support and assessment of the pupil's strengths and needs alongside the class teacher. The SENCo will advise and support the class teacher to implement further additional support and guidance, where required.

Review

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The

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class teacher, with advice from the SENCo (where required), will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil. Reviews will be made at least termly in consultation between teachers and the family.

Where a child is no longer requiring support that is in addition to their peers and the school's universal offer. Or is no longer experiencing significantly greater difficulty than children of their age, they will return to being supported by our Quality First Teaching approaches in class. They may still need to make use of interventions and classroom support that is available through our universal offer during this time. In agreement with the family, the child will come off of the SEN Support List. They may of course return to that level of support if needs escalate again.

Further details of Devon's Graduated Approach can be found in Appendix 3.

4. Statutory Assessment of Education, Health and Care (EHC) needs 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, (and where appropriate outside advice agencies have been involved) the child has not achieved the expected progress and significant challenges remain, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including Parents and Carers, Teachers, SENCO, wider educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by Devon's 0-25 SEND Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website link:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability/send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore Clyst St Mary School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process. For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send.

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As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is:

<https://www.devonias.org.uk/>

5. SEND Funding

Schools receive basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation including universal and some targeted intervention support.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. This is not linked to the number of pupils in the school with SEND. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority makes decisions about how much this top up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

At Clyst St Mary school. We review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is actioned by our SENCo and Senior Leadership Team. It is monitored by governors.

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. Devon County Council makes the decisions in regard to personal budgets.

6. Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Senior Leadership Team, Head Teacher, SENCo and all members of staff have an important role and responsibility to support pupils with SEND.

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The Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) 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 co-ordinating SEND provision – the SEND co-ordinator, or SENCO. This person must be a qualified teacher and must hold the National Award for SEN Coordination (if appointed after 2008 or where they have not previously held the position of SENCO for more than 12 months).
- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual 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

The Head Teacher is responsible for:

The day-to-day management of all aspects of the school's work, including provision for educational and special educational needs and disabilities.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.
- Ensuring that the SENCo has enough time and resources to carry out their role and duties.

The SENCo role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEN alongside subject leaders and senior leaders.
- Liaising with, supporting, advising and training teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date by staff.
- Liaising with parents/carers of children with SEND where appropriate to support teachers (particularly where there is a high level of need).
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the educational and LA's support services, educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

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- Completing statutory SEND paperwork including EHCP plans and reviews.

All Teaching and Non-Teaching Staff:

- Every teacher is a teacher of SEND.
- Every leader (including Subject Leaders) is a leader of SEND.
- 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. 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 barriers and potential barriers to learning. Carrying out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Making appropriate and suitable use of SEND assessment tools such as the Devon Graduated Resource Tool. This process should include working with the SENCo and seeking advice, support and signposting where necessary.
- Teaching assistants will liaise with the class teacher and SENCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review). Class teachers are responsible for the day to day deployment of teaching assistants for children they support.

7. Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At Clyst St Mary School we will always endeavor to ascertain pupils' views for reviews, planning and throughout our day-to-day practice. Wherever

possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

8. Children with Medical Needs

Clyst St Mary School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical needs may also have special educational needs.

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Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's ***Children with Medical Needs Policy*** for further details.

Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the school office or see Clyst St Mary School's **Accessibility Plan on the school website**.

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 (Ellie Wilkinson) and a governor for Looked After Children. The SENCO will liaise closely with the designated member of staff where the pupil also has an SEN to ensure provision is appropriate.

9. Working in partnership with Parents and Carers

Clyst St Mary School will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between home and the school will be consistently maintained, this could be via email, phone calls, Home-School book or face-to-face.

Parents/carers will be fully consulted before the involvement of external support agencies with their children and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information

Advice and Support services, including Devon Information and Advice Service (DIAS). These provide impartial and independent advice, support and information on special educational needs and disabilities.

<https://www.devonias.org.uk/>

10. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities. Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

Devon SEN Support Services;
Educational Psychology Services
Social, Emotional & Mental Health Team

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Communication & Interaction Team
Sensory Impairment Team (Hi/Vi/MSI)
Physical Disability and IT Team
Cognition and Learning Team - including dyslexia support team

Children's Social Care
Speech & Language Therapy
CAMHS
Occupational Therapy
Physiotherapy
School Nurse/ Public Health Nursing team
Virtual school for Looked after Children
South West Adoption Services
EWO (Educational Welfare Officer)
Devon County Council 0-25 SEN Team

11. 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. Liaising with existing and new settings accordingly. We actively facilitate enhanced transitions where needed.

12. Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquiries about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher in the first instance. This will be supported by the SENCo and/or the Senior Leadership Team. If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's complaints policy here: <https://www.clyststmary.devon.sch.uk/policies/>

13. Training and Resources

Clyst St Mary School understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training/observations and from discussions during staff meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge. Our SEND training reflects the needs of the learners in our setting.

The SENCO regularly attends Local Authority SENCO network meetings and SEND training to keep up to date with local and national updates in SEND.

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14. General Data Protection Regulation (GDPR) 2018

Clyst St Mary School collects, uses and stores information about you and may receive information about you from your previous school. This information helps us: • Support your teaching and learning

- Follow and report on your progress
- Provide the right care and support for you
- Understand how well your school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/> Please

also refer to Clyst St Mary School's Privacy Notice on our school website

Appendix 1 – School SEND Information Report (SIR)

Clyst St Mary's SEND information report is available on school website:

[CSM SEN Information Report 2025-26](#)

Appendix 2

Details of assessment tools and materials used in Clyst St Mary School. These may include some of the following:

- Devon Graduated Resource Tool
- Foundation Stage Profile
- SATs and Optional SATs results
- Reading Assessments
- Babcock English Writing Criteria
- White Rose Maths Assessment
- Speech Link and Language Link Assessment Tools
- Year 1 phonics Screening Check
- Helen Arkell (HAST-2) Single Word Spelling Assessment

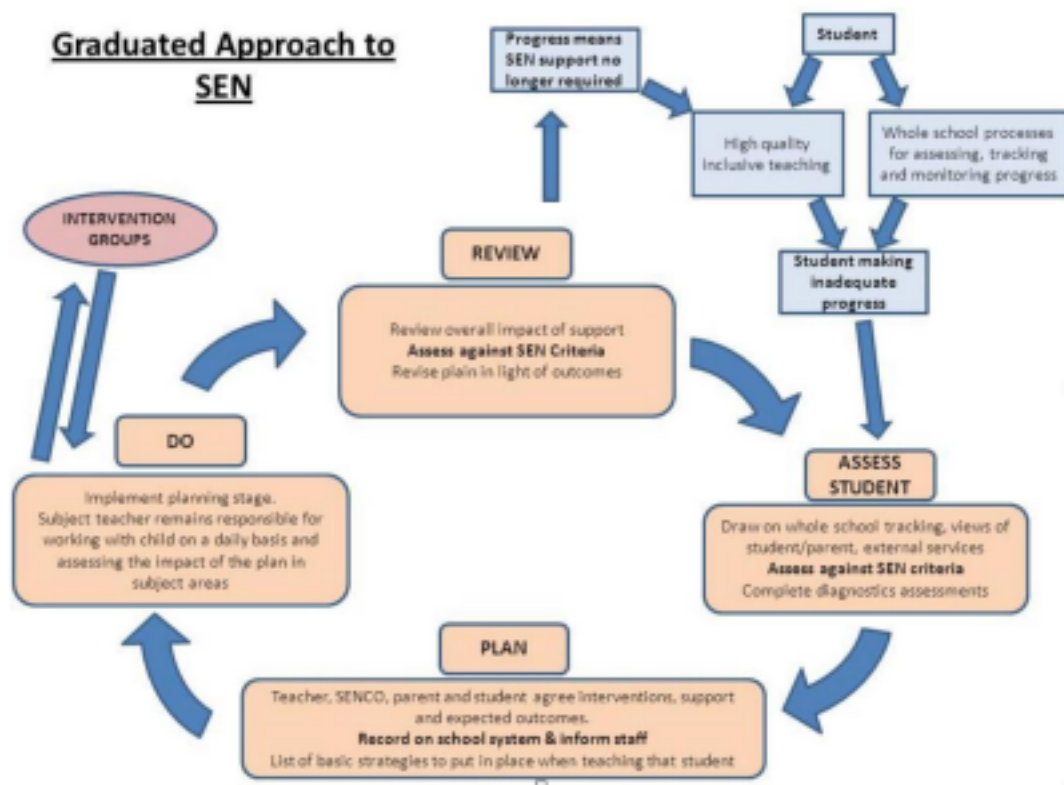
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- Single Word Reading Assessment
- Hodder and Stoughton Diagnostic Reading Assessment
- Phonic check-lists
- High Frequency word check-lists (reading and spelling)
- Maths Diagnostic Assessment
- Number Bond screening
- Timestable screening
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- AET profile/framework
- Boxall profile
- I CAN talk assessment framework
- TALC Speech and Language assessment
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress or challenges

Appendix 3

Graduated Approach to SEN



The Graduated Approach

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Assess

Plan

Do

- In identifying a pupil as needing **SEN 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. These will be recorded on an Individual SEN Plan (ISP). The school and parents/carers will meet (where appropriate including with other agencies from Education, Health and Social Care) to create and up-date the ISP.
 - 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.
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- Parents/carers, with their child, will meet with the class teacher and the SENCo (where appropriate) 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 on an Individual SEN Plan (ISP) with a date to review the plan. The date for review will depend on the level of need present.

- The ISP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required which are in addition to the quality first teaching in class (in class or through interventions). The ISP will be reviewed at least termly by the class teacher in consultation with the family. After the meeting a copy will be shared with the family. A copy of this will also be added to the class SEN folder. The most recent ISPs will also be forwarded and shared with a pupil's next school setting.
 - 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 or who are receiving support and training here.
 - The ISP will usually involve ideas for parents/carers to reinforce learning at home. • Where appropriate, the ISP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
 - If the pupil is not already receiving SEN support, then the parents/carers will then be formally notified when it is decided to provide SEN support (although parents/carers should have already been involved in the assessment of need).
 - **So, if it is agreed that a pupil requires SEN support, all parties meet and develop an ISP detailing the support which will bring about the next part of the cycle –**
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- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants, other adults who teach the class (e.g. PPA and PE teachers) 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 signposting or advising on the effective implementation of support where necessary.
 - **The class teacher is responsible for the daily implementation of the plan.**

will be agreed at the initial TAF (Team Around the Family) meeting. And on the services individual availability.

- This review will feed back into the analysis of the pupil's needs, then the class teacher, working with the SENCo (where necessary), 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.

- Where there is a sustained period of good progress and the pupil is no longer requiring support that is in addition to their peers and the school's universal offer. Or is no longer experiencing significantly greater difficulty than children of their age, they will return to being supported by our quality-first, differentiated classroom support. They may still need to make use of interventions and classroom support that is available through our universal offer during this time. In agreement with the family, the child will come off of the SEN Support List. They may of course return to that level of support if needs escalate again.

Review

- There will be a review of the ISP each term. 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 and available 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 pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review; this

