

Information Report for Special Educational Needs and Disability 2024-2025 (School Offer)

Devoran School



Approved by:	Governing Body	Date: 1 October 2024
Last reviewed on:	November 2023	
Next review due by:	September 2025	

“At Devoran we aim to develop pro-active and responsible citizens who are prepared to face problems in an ever-changing world; we aim to nurture awe and wonder and encourage critical and creative thinkers who become autonomous learners that value taking risks and working together to create a better future.”

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Sarah Kerrison 01872 863223

The levels of support and provision offered by our school

We offer a Graduated Response to the level of need of each child, as laid down in the New Code of Practice, 2014. Initially, pupils for whom we are concerned are placed ‘On Alert’ which means that they are monitored closely prior to consideration being given to SEN Support. Pupils who are identified as having Special Educational Needs requiring ‘additional or different’ support are placed at the SEN Support Level of our Record of Need and are subject to a termly ‘Assess, Plan, Do, Review’ cycle. Pupils with significant needs are subject to an integrated Education, Health and Care Plan (EHCP). These pupils are also part of the Assess, Plan, Do, Review cycle.

1. Listening to and responding to pupils and young people

Whole school approaches The universal offer to all pupils and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all Pupils are valued. • Through the UN Rights Respecting group, the student voice is represented in all aspects of school. • Pupils are involved in staff recruitment process • Captain of School Houses • Headteacher meets and greets every child at the school gate most mornings and there 	<ul style="list-style-type: none"> • Pupils with SEND are questioned about their views on their provision during conversations with their class teacher, intervention sessions and at their IPP meetings throughout the year. • Pupils with SEND have a One Page Profile which records their views and is updated termly. This helps to feed into the APDR process while writing and reviewing their IPPs. 	<ul style="list-style-type: none"> • Pupils views are an integral part of IPP meetings and annual reviews where their views are sought for target setting as part of the APDR (Assessment, Plan, Do, Review) cycle. All children are invited to attend these meetings with their parents. • The school works collaboratively with external agencies to meet the individual needs of pupils. • Individual/small group breakfast group where

<p>is also a chance for parents/carers to talk to and liaise with their children's class teacher in person or via class dojo.</p>	<ul style="list-style-type: none"> • Each class has at least one teacher and teaching assistant. This enables group work, interaction and intervention to take place on a regular basis. 	<p>children are supervised in a safe environment and have a chance to 'chat', regulate and transition into the school day with their teaching assistant before the start of the school day.</p> <ul style="list-style-type: none"> • Daily/weekly individual check-ins with trusted members of staff
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2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers; their views and opinions are valued and listened to. • The school offers an open-door policy where parents/carers are welcome anytime to make an appointment with the Headteacher, Class Teacher or SENDCo to discuss how a child is getting on. • Parents/Carers are included on the Governing Body • There is a Parent, Teacher and Community Group (PTCA) which all parents and members of the community can join. • Parents are invited to 'Meet the Teacher' meetings at the beginning of each year. • The school website is regularly updated with news and information for all 	<ul style="list-style-type: none"> • Parents are informed if their child is placed on the Record of Need (RON) and as a result is receiving additional support. • Parents are able to contact the SENDCo – Mrs Kerrison at any time to arrange a meeting to discuss concerns. • Parents have access to our Pastoral Support Advisor if circumstances mean this would be beneficial. 	<ul style="list-style-type: none"> • Parents of SEND children are sent a copy of this document annually and their thoughts and comments are sought prior to its review. • Parents and pupils are invited to attend annual reviews and IPP meetings three times a year as part of the APDR cycle. • Parent/Carer views are an integral part of all SEN reviews. • Parents/Carers are invited to attend relevant SEN training as appropriate. • Parents attend and views are sought during multi agency meetings. • The SENDCo is in school two days each week. Appointments can be

<p>parents/carers.</p> <ul style="list-style-type: none"> • The parents and carers of all pupils are invited to attend two parents' evenings and receive written reports once a year. • All pupils are sent home with knowledge organisers and maths and literacy fundamentals relevant to their year group. • Class Dojo enables comments from parents and teachers to be shared and responded to when needed. • School newsletters inform parents of information that they need to know. • School Secretary is available daily to respond to parents' queries and liaise between teachers and parents to arrange meetings. • Parents/Carers who are DBS checked are encouraged to support pupils on school trips, or through volunteering in the classroom. We also encourage parents/carers with specific skills to share these as part of the children's learning experiences. 		<p>made via the secretary or class dojo.</p> <ul style="list-style-type: none"> • If advice is requested from outside the school eg from an Educational Psychologist or Speech and Language Therapist – parents will be informed, invited to meet the specialist and given a copy of written reports. • A list of the services we currently work with is listed below.
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3. The curriculum

<p>Whole school approaches. The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is broad and balanced and designed to address the needs of all students 	<ul style="list-style-type: none"> • The Graduated Response is used to identify children as needing extra support and 	<ul style="list-style-type: none"> • Pupils who have an Education, Health and Care plan may, at times, have adult support in

<p>and to ensure the inclusion of all pupils.</p> <ul style="list-style-type: none"> • All pupils have curriculum targets to work towards. These are shared with parents. • School trips take place for all pupils to enhance the curriculum. • Assessments such as the Dyslexia Screening Tests, Memory Intervention, small group Sunshine Circles, phonics screening and DCD questionnaires are used to identify pupils who need specific interventions. All Year 3 children are now offered a dyslexia screening once parent consent is given. • Extra-curricular activities on and off site take place after school or during lunchtimes. These change throughout the school year and may be aimed at specific year groups. • Pupils have the opportunity to go out into the community on visits for days and on residential trips. 	<p>then additional targeted interventions will be put into place.</p> <ul style="list-style-type: none"> • The progress of pupils taking part in intervention groups are measured on a regular basis. • The intervention groups and packages are adapted in light of pupils' progress. • Small group intervention can include: <ul style="list-style-type: none"> -Literacy, reading, phonics, comprehension, spelling, writing etc. -handwriting -numeracy -speech and language - speech and narrative -keyboard skills -Co-ordination Development skills- Gross and Fine Motor Skills - FunFit -social skills through Sunshine Circles, Time to Talk -Pre-teaching -Precision teaching • The curriculum is differentiated to meet the needs of all learners. • Groups of pupils may be given extra group support by a teacher or teaching assistant 	<p>order to allow them to access the curriculum.</p> <ul style="list-style-type: none"> • Individual risk assessments may be required when there are off-site activities or residential trips for children with both individual SEN needs or medical needs to ensure that all children with SEND are included in all areas of the curriculum.
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4. Teaching and learning

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The whole school uses a dyslexia friendly approach to teaching and learning. • Learning Intentions are displayed and discussed. • A whole school monitoring cycle ensures quality first teaching in all classes. • All pupils' work is regularly marked against the Learning Intention and pupils are given feedback on their learning and guidance on how to move their learning forward. • A range of resources are available for all pupils to access. • Alternative ways of recording information are used. • A range of teaching styles are used to engage all learners. • Pupils use 'Steps to Success' and 'toolkits' to help them with their writing. • Peer and self-assessment takes place regularly. • Analysis of pupil progress data is undertaken by Senior Leaders and this informs provision. • Specialist Sports Coaches • Topic based learning. • An emphasis on outdoor learning – 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Pupils placed in small groups to:- <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep on task. • Independent learning is supported by the use of technology, for example: <ul style="list-style-type: none"> - Laptops - iPads - Talking Tins • SENDCo monitors learning of pupils on the Record of Need. • Interventions are monitored by teachers and Senior Leaders at pupil progress meetings. • Homework support is available within class. • Group support may also be put in place for pupils in Year 6 in numeracy and Literacy – this support is usually targeted to pupils who may otherwise struggle to achieve 'National' standard in maths and literacy. • In EYFS and KS1, children are divided into 	<ul style="list-style-type: none"> • Pupils will be given an Individual Provision Plan (IPP) with targets relating to their individual needs or EHC Plan statement objectives. This will be shared with parents three times a year. SALT Goalsheets, Behaviour Support Plans, Behaviour Profiles are also used according to area of need. • Precision teaching for Spelling • Now/Next Boards • Individual Speech and Language targets • Use of task management boards to assist working memory • Recommended provision will be put in place, monitored and reviewed for pupils who need more intensive support, e.g. for those who have been referred to one of the SEND Support Services, such as: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Cognition and Learning, Physical and Medical Needs Advisory Service or the Hearing/Vision Support Teams. • Adult support will be available for those students whose needs may include sensory loss, autism, physical disabilities etc as outlined

<p>including opportunities for overnight camps in years 3, 4, 5 and 6.</p> <ul style="list-style-type: none"> All pupils will have access to universal, quality first teaching from a qualified teacher. 	<p>groups for the input of their phonics lessons.</p> <ul style="list-style-type: none"> In KS2, children are divided into groups for the input of their spelling lessons. The Accelerated Reading Scheme provides books for all children throughout KS2. Progress is closely monitored and this scheme has proved very successful and motivating for all children involved. 	<p>in their EHC Plan.</p> <ul style="list-style-type: none"> 1:1 provision may also be put in place for pupils in year 6 in numeracy and Literacy – this support is usually targeted to pupils who may otherwise struggle to achieve ‘National’ standard in maths and literacy. Access arrangements are put in place for internal and external tests and examinations according to national criteria being met. (Additional time/readers/rest breaks/ scribes etc)
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Independent learning has been a whole school focus. Resources are labelled and available to pupils to choose from in all classrooms to aid them with their work Learning walls in all classrooms. Key vocabulary displayed in all classrooms. Group learning to encourage independence. Provision of left-handed scissors in all classrooms. Year 3, 4, 5 and 6 camp offered to all pupils. Trips and camps, especially residential visits, promote the skills of independence. 	<ul style="list-style-type: none"> Pupils have access to personalised equipment such as talking tins, task management boards, overlays, ear defenders and timers to help them to develop their independent learning. Where teaching assistants are in the classroom they facilitate independence. Pupils have access to: <ul style="list-style-type: none"> Visual timetables Steps to Success Word lists 	<ul style="list-style-type: none"> Personalised visual timetables and task boards are in place to support independence Individual work stations are available in classes where there is an identified need. Resources immediately available include: now/next, choosing boards, concrete apparatus, task management boards. Calm spaces are set up in classes where there is an identified need. Sensory boxes and equipment is readily available. Teaching assistants working one to one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the

		<p>help for themselves, e.g. asked peers, learning walls etc.</p> <ul style="list-style-type: none"> • Access to disabled toilet • Specialised seating available if need identified. • Individual Provision Plans and objectives
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6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all pupils and young people</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE is taught throughout the school using the Jigsaw Curriculum scheme and includes all pupils. • Zones of Regulation is being introduced across the whole school over the current year. • Social and Emotional, wellbeing and physical and mental health needs Information for each child may be recorded using CPOMS. • A 'Vulnerable Children' document is regularly updated for each class and shared with relevant staff. • SENDCo co-ordinates the provision for pupils with wellbeing, emotional and social, physical and mental health needs. • There are a number of named TIS trained members of staff who deal with social and emotional issues as they arise. • A range of school-based clubs are available to all pupils from Year One upwards. 	<ul style="list-style-type: none"> • Co-ordination/Fun fit interventions delivered as appropriate. • Quiet clubs at lunchtime – Library Club • The SENDCo, pastoral lead, or a named member of staff will work with pupils on an occasional or regular basis who are experiencing emotional/social difficulties. • Emotional risk assessments carried out. • Resources such as Time to Talk or Sunshine Circles are interventions that are used to generate discussion within a group of pupils with the aim of supporting those that need to develop their social interaction skills e.g. turn taking, making eye contact, sharing feelings and understanding and respecting the views of others. • Other SEMH interventions available include: TIS – individual Zones of Regulation Individual 	<ul style="list-style-type: none"> • IPP, annual reviews and Early Support meetings are supported by a range of agencies where appropriate. • Play Therapist screening tailors provision to need. • Boxall Profile is to be offered to monitor SEMH of all SEND pupils • Pupils with specific medical issues have an individual health care plan. • Individual Emotional Risk Assessments are regularly updated for a number of highlighted pupils. • 1:1 sessions with a named member of staff or play therapist to support pupils with emotional and social difficulties. • Referrals can be made to the Early Help Hub through the SENDCo. • Involvement of Child and Adolescent Mental Health Service (CAMHS.) Referrals can be made through school for pupils who are

<ul style="list-style-type: none"> • Healthy school status – water fountains in classrooms and healthy snack at playtime – fruit is provided for all pupils in foundation stage and Key Stage 1. • Risk assessments are made for all activities both inside and outside the classroom. 	<p>Weekly/Daily check-ins Social Stories Accredited SEMH Group Interventions eg Time To Talk Socially Speaking KS2 Language for Behaviour and Emotion Circle of Friends Comic Strips Conversations Sunshine Circles</p>	<p>experiencing more serious emotional difficulties where other interventions haven't been successful.</p> <ul style="list-style-type: none"> • Additional support for pupils can be requested from the Health Visitor, Family Group Conference, Parenting Programmes, School Nurse, Play Therapist, Penhaligon's Friends or the Family Support Service. • Where pupils have specific medical needs, special arrangements are made to ensure they are kept safe and well whilst in school. Where medication needs to be administered during the course of the school day, the child's parent needs to complete a medical form giving written permission for an authorised member of staff to administer prescribed medication to their child. • Children with specific medical conditions have an individual Medical Care Plan and may also have Medical Risk Assessments which are written and updated termly with parents and shared amongst staff to support children who have medical needs.
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7. Social interaction opportunities

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Our curriculum is planned to develop skills such as working together, co-operation, communicating with others and independent learning. • All pupils are invited on trips and visits. Residential visits are organised on an annual basis to develop group and team-based activities. <ul style="list-style-type: none"> • Jigsaw sessions are used as an opportunity to develop awareness of thoughts and feelings of others and to ensure all pupils are given the opportunity to share their views and feel valued. • During lessons, children are encouraged to be able to work individually, in pairs or in groups. • Extra-curricular activities and break times offer opportunities to interact with children from other classes. • We have many links with other schools in our network through sport and the arts. • All children are encouraged to take part in community events. 	<ul style="list-style-type: none"> • Small group interventions are available throughout the school and the school year such as 'Time To Talk' and Sunshine Circles group run by Play Therapist • Transport can be arranged to take pupils with SEND home when they attend after school activities. 	<ul style="list-style-type: none"> • Teachers and TAs use 'Social Stories' and 'Comic Strip' with individual pupils. • Referrals can be made through school to the Speech and Language Therapy service (SALT). If a child is assessed as needing support then this will be delivered in school in addition to work being done at home. • 1:1 adult supervision at break and lunchtimes and trips may be necessary to direct and support positive relationships for break and lunchtimes. • Sensory/movement breaks are offered at the beginning of day or after break/lunchtime or at a point of transition may be offered to groups and individuals

8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All areas of the school are accessible to everyone including those pupils with SEND. • There are three named 'Designated Safeguarding Officers'. • All areas of the school are uplifting, positive and support learning. • All staff focus on rewarding good behaviour to promote a positive learning environment. • The Behaviour Policy is robust and consistently applied throughout the school. • All classrooms are accessible for wheel chairs. • The school site is fenced securely; no access can be gained during the school day except through the main entrance which is also kept locked. • All staff and visitors wear identification lanyards. • All staff and visitors are required to sign in. • There are qualified First Aiders. • Playground activities and resources at lunchtime allow children to make the most of them. 	<ul style="list-style-type: none"> • Some toilets are adapted by height. • Differing heights of tables and chairs available. 	<ul style="list-style-type: none"> • There is a disabled toilet with room for a hoist if needed. • If required, pupils have individual risk assessments. • Some coat pegs are adapted by height. • Specialist equipment and furniture in lessons is available which enables disabled students to be independent. • The playground, classrooms, halls and corridors have been made accessible for pupils with sensory and physical needs. • Calm areas/spaces are made available if/when needed.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all pupils and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All pupils spend an afternoon with their new teacher and other year group staff prior to the summer holidays. • Transition meetings are held between teachers to ensure transfer of information. • Secondary staff visit and support in feeder primaries. • Taster days for pupils in years 5 and 6. Year 6 pupils are invited to spend two or more induction days at their allocated secondary school. • Pre-school children have planned transition visits and opportunities to come into the Foundation Class prior to starting in September. • 'Meet the Teacher' meetings at the beginning of each academic year give parents the opportunity to ask questions of their child's new teacher. 	<ul style="list-style-type: none"> • Pupils identified with SEND may be given the chance to spend additional days at their allocated secondary school dependent on area of need. • Some secondary schools hold SEN information evenings to provide the opportunity for parents to meet the SENDCo and ask questions prior to transition. • The Foundation Stage Teacher and occasionally the SENDCo visit Pre-Schools to highlight potential areas of need of new intake. • The Foundation Stage Teacher offers home visits to all new intake pupils' homes. 	<ul style="list-style-type: none"> • The secondary SENDCos are invited to attend year 5 and year 6 annual EHCP reviews. • SENDCo and Foundation Stage teacher attend Multi Agency/Transition Meetings with Pre-School as required. • Pupils who have an EHC plan will have a series of transition meetings held to ensure information and plans are fully put in place prior to move. Parents and teachers of both schools are invited to attend. • Photos of new staff, classroom etc sent home in Summer holidays for parents to use to familiarise pupils with changes. • The summer terms IPP objectives and additional SEN paperwork are prepared by the current class and shared with the new teacher. • SENDCo ensures all SEND class folders containing individuals current SEND information are up to date by the beginning of the Autumn Term.

10. The SEND Qualifications and SEND training attend by our staff.

The training listed below details the training attended in between 2022-2024. Staff have ongoing training sessions for different areas of SEND and will continue to do so on a regular basis. The list will be updated and added to on a yearly basis, when this document is reviewed.

SEN and Inclusion	Safeguarding	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Physical and Sensory
Early Years Foundation Stage – Successful inclusion in the EYFS Classroom	Designated Safeguarding Lead – safeguarding update for education staff	Speech and Language - Using Narrative Interventions	Cognition and Learning Conference	Zones of Regulation	SALT – Aspiration/Severe Reflux Training
Identifying and Supporting Children with Hidden SEND (Primary)	Prevent Awareness	Pathological Demand Avoidance Training	Accelerated Reader Y6 KS2 Assessments	We thinkers	Meeting Hearing Needs in Your Classroom
EYFS/Nursery Transition Meetings	Safeguarding – Level 3	Neurodiversity profiling toolkit training	KS1 Statutory Assessments and Prep for Moderation	Boxall Profile	Paediatric First Aid – Level 3 (In safe hands)
Year 6/7 Transition Meeting	Data Protection in Education (School Pro)		Nessy Dyslexia Quest Screening	Developing Belonging	Paediatric First Aid – 2 day
Assessment and Provision – Making a Request for an EHC Needs Assessment	Online Safety Briefing – all staff		IDL Measuring Maths Abilities (Dyscalculia Screening)	Advanced Certificate in the Role of the Mental Health Leads	Sensory Processing for TAs – Senara OT
Autism Awareness	Date Protection for Admin Staff (GDPR Training)		Teaching and Supporting Children with Dyslexia (Primary)	Effective Behaviour Management : Is Challenging Behaviour Misunderstood?	Sensory Circuit Breaks – whole staff
	Safeguarding Train the Trainer training			Anti-Bullying Training – Diana Award	Sensory Integration and Visual Support Transition Training
	Assessment Safer Recruitment			Predictive brains, attachment and trauma	
	Safeguarding and				

	<p>Child Protection: The Essential Organiser</p> <p>CPOMS Recording Skills</p> <p>Virtual School Conference</p> <p>Cornwall Virtual Schools Designated Teacher</p>				
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Services and organisations to which we have access

Service/organisation	What they do in brief	Contact details
Speech and Language (SALT)	Referrals can be made through school to the speech and language therapist. The child will then be assessed and if needed targets given. These targets will need to be worked on at home as well as in school.	Speech and Language Therapist Truro Health Park, Infirmary Hill, Truro TR1 2JA
Educational Psychologist	The Educational Psychologist works closely with the SENDCo covering a range of work such as observing pupils, supporting staff in school working with specific pupils and working closely with the SENDCo on a range of matters. Pupils have to be referred to the Educational Psychologist and this would only be after a period of intervention has taken place in school and at home.	Referrals can only be made through school. Please contact Mrs Kerrison for more information.
Child and Adolescent Mental Health Service CAMHS	Can offer support to pupils to have complex mental health needs. A referral will have to be done by home, school or the school nurse.	http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp 01872 221400
The Early Help Hub	A flexible multi-disciplinary service dedicated to	www.cornwall.gov.uk/earlyhelphub

	providing the right level of targeted, effective support to address the needs of a child and their family.	01872 322277
SEN Support Services	A range of SEN services which offer visits to assess pupils with a range of SEN individual needs.	Please contact Mrs Kerrison for more information as referrals to the Cognition and Learning, Physical and Medical Needs, Vision and Hearing Support Teams can only be made through school.
Autistic Spectrum Team	The Autism Spectrum Team supports young people with autism of school age.	Please contact Mrs Kerrison for more information.
SENDiASS	Information, advice and support for any child or young person aged 0-25 with a special educational need or disability and their parents and families.	01736 751921

11. Pupil Progress:

We use continuous formative assessment to inform planning and pupils' progress towards their targets both during each lesson and after it. Marking of work provides immediate feedback and ongoing dialogue with individual pupils. Pupils are given time to ensure they respond to marking of previous days' lessons. Peer and self-assessment take place on a daily basis throughout the school. In addition, the progress and attainment of all pupils is formally assessed each term against National Age expectations.

12. How is SEN Provision tracked?

The SENDCo tracks and analyses attainment and progress data of all individuals on the RON with the class teachers and the Senior Leadership Team each term. The outcomes inform provision for the next term. The SENDCo meets with the SEN Governor to monitor provision and progress and provides a written report to the Governors. All pupils on the RON are part of a termly Assess, Plan, Do and Review cycle.

13. If you wish to complain:

Any complaints about SEN Provision should be raised through the School Complaints Policy which can be found on the school website

Answers to Frequently Asked Questions

1. How does your school know if pupils need extra help and what should I do if I think my child may have special educational needs?

If you are concerned about your child's progress or any other difficulties that they may be experiencing, please talk to their class teacher or the SENDCo – Mrs Sarah Kerrison.

Pupils are assessed at regular intervals during the school year – if a class teacher has concerns about the progress of a child (academically, emotionally or socially) then they will speak to the SENDCo and action will be decided from there. You and your child will be involved in this process.

2. Who is responsible for the progress and success of my child in school?

Your child's class teacher is responsible for their progress in school, with support from the SENDCo if necessary. Parents and carers also have their part to play by making sure they listen to their child read, get them to school every day on time and that they support their child with their learning targets at home. It is also important that parents and carers read regularly with their child.

3. How will the curriculum be matched to my child's needs?

The curriculum will be differentiated to meet the needs of all learners. This may be by pupils having different work to do, having a different expected outcome, extra resources or extra adult support in class.

4. How will school staff support my child?

This will depend on the needs of your child. It may be though different work being planned for them, extra adult support in class, extra support out of class and setting up systems in class to allow pupils to work independently.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Your child will receive a school report once a year and there are parents' evenings and opportunities to meet the teachers during the year. You are also free to make an appointment to see your child's class teacher or the SENDCo at any time. They will be able to discuss with you how your child is doing and how you can support them.

6. What support will there be for my child's overall wellbeing?

All staff in school are there to ensure that your child is safe and happy in school. For pupils who are experiencing emotional difficulties it may be that they can work with one of the members of staff who are Trauma Informed Schools practitioners. They have a wide range of experience with interventions covering social, emotional and wellbeing development. The school nurse is also available to work with you and your child on emotional and health difficulties that your child may be experiencing. You can contact Mrs Kerrison about your concerns and she can make a referral for you if necessary.

7. How do I know that my child is safe in school?

Your child's safety is our first priority. We have an anti-bullying policy in place and any incidents of bullying are dealt with seriously. We have a number of members of staff who are trained in first aid – please ensure that the office are made aware of any health needs that your child has. There is also secure access to the school.

8. What specialist services and expertise are available at or accessed by your school?

We have a large team of experienced and dedicated teaching assistants who have experience of working with pupils with a wide range of needs such as autism, moderate and severe learning difficulties, sensory needs, speech and language and social and emotional needs. If school staff think it is appropriate, then advice from outside agencies can be sought. All class teachers have experience of teaching pupils with additional needs.

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

All pupils will be able to be included in school trips. The exception to this would be if a child's behaviour is a risk to themselves or others.

10. How accessible is the school environment?

All areas of the school are accessible to everyone including those pupils with SEND. Additional adaptations to both the outside and inside of the building have been completed as required to ensure all pupils have equal access to the physical environment of the school.

11. How will school prepare and support my child through the transition from key stage to key stage and beyond?

If your child has an Education, Health and Care plan then this will be discussed at their annual review. Class teachers and support staff meet at the end of each year to plan the transition. Some pupils may be given extra visits to their new class or a transition book to look at over the summer. Pupils with additional needs who are transferring to secondary school have in the past had a series of additional transition sessions at their secondary school.

12. How is the decision made about what type and how much support my child will receive?

Pupil progress meetings are held three times a year. The progress of all pupils are discussed in these meetings and if any additional support is needed then it will be discussed at these meetings. You will be kept informed of any additional support that your child receives. You will be kept up to date with your child's progress through school reports and parents' evenings. Pupils on the RON will have their IPP reviewed three times a year.

13. Who can I contact for further information?

The school's SENDCo – Mrs Sarah Kerrison.

14. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?

Please feel free to talk to Mrs Kerrison or Miss Lock if you have any concerns.

15. How is your local offer reviewed?

The school offer will be reviewed at least once a year with consultation from parents, school staff and governors



Appendix 1 Devoran School 5-Stage Graduated Response

Graduated Response to support and intervention for children with Additional Needs

Stage	Provision Required	Support and Provision	Assessment, Recording and Monitoring Systems	Monitored by
1	Universal Provision	<p>High quality first teaching</p> <ul style="list-style-type: none"> • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles with teaching styles adapted accordingly • Carefully planned adapted teaching, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting and provision for children in the class • Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Child is aware of their own learning targets • Reviewed at Pupil Progress and Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths / gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Child is aware of their own learning targets • Reviewed at Pupil Progress and Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths / gaps 	Class Teacher SLT
3	Targeted, additional support or those identified via Pupil Progress Meetings.	<p>In addition to Stages 1 and 2:</p> <ul style="list-style-type: none"> • Investigation of strength and needs • Early intervention and personalised provision • Targeted support within class through small groups and working individually with an adult • Additional group or individual programmes – parents informed • Evidence-based interventions delivered individually or in small groups within 8 to 20 weeks e.g. phonics and reading interventions etc. Reviewed 6 weekly. • Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording 	<ul style="list-style-type: none"> • SENDCo made aware – Referral sheet completed, detailing evidence of intervention, impact and outcomes • Child is aware of their own learning targets • Reviewed at Pupil Progress meetings with SENDCo • Assessment for Learning systems used to identify strengths / gaps • Intervention records completed weekly to record progress 	Class Teacher SLT SENDCo

		<ul style="list-style-type: none"> • Tools and resources to support access 		
<u>4</u>	<p>Targeted, intensive additional support</p> <p><u>(SEND Record of Need)</u></p>	<p>In addition to Stage 1 and 3</p> <ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. Ed Psych, SEND Services, NHS, CAMHS etc. • Personalised support working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents and child as a part of the Plan – Do – Review cycle of targeted assessment and intervention • Individual Provision Plan reviewed termly (or more often if appropriate) • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • One Page Profile • Individual Provision Plan with termly review (or more often if appropriate) • Progress meeting with SENDCo • SENDCo monitoring provision • Intervention identified on whole school provision map 	<p>Class Teacher SENDCo</p>
	Request for an EHC Needs Assessment	As above		
<u>5</u>	<p>Provision over and above that which would be expected at universal and targeted support levels because a child's needs are exceptional, severe, complex and long-term.</p> <p><u>(SEND register – EHCP or application for EHCP)</u></p>	<p>In addition to Stages 1 to 4:</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g. Ed Psych, Outreach Services, NHS, CAMHS etc. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to be able to access the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents and child as a part of the Plan – Do – Review cycle of targeted assessment and intervention • Individual Provision Plan reviewed termly (or more often if appropriate) • Identified on Whole School Provision Map, reviewed termly (or more often if appropriate) • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • One Page Profile • Individual Provision Plan with termly review (or more often if appropriate) • Termly progress meeting with SENDCo • Intervention identified on whole school provision map 	<p>Class Teacher SENDCo</p>