Horrabridge Primary and Nursery School

SEND Information Report

This document provides information about how Horrabridge Primary and Nursery School supports its pupils with SEND. It adheres to Chapter 6.79 of the SEND Code of Practice (2015) and should be read in conjunction with the following documents, all of which can be found on our school website:

HPNS Special Educational Needs and Disabilities policy
HPNS Safeguarding policy
HPNS Positive Mental Health and Wellbeing policy
HPNS Assessment policy

1. ***What kinds of special educational needs are there for which provision is made at Horrabridge Primary and Nursery School?***
Horrabridge Primary and Nursery School is a mainstream school set on the edge of Dartmoor. We are an inclusive school and cater for the needs of all children in our care. We recognise barriers to learning using our knowledge and understanding of the four primary areas of need. The areas of need are: ▪ Communication and Interaction difficulties ▪ Cognition and Learning needs ▪ Social, Emotional and Mental Health difficulties ▪ Sensory and/or Physical needs In consultation with parents, we decide whether SEND support is required and then carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. 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?
We monitor the progress of all pupils continually; some children and young people with SEND can be identified at birth, other difficulties only become evident as children grow and develop. Pupil progress is regularly assessed by the teachers through observation, marking, conferencing and formal assessments. Assessment by testing occurs at the end of term and

the academic year. Following this, all results are discussed and evaluated by members of the senior leadership team, who discuss provision and progress with the class teacher. Pupils who are identified as not making sufficient progress may then have a personalised provision plan created, tailored to meet their specific needs.

If you believe your child has Special Educational Needs, we encourage you to make an appointment to meet with the child's class teacher and/or the school SENDCo. We will be happy to discuss your concerns with you and make a plan together to move forward to address any needs we identify.

3. ***How does Horrabridge School make provision for pupils with special educational needs?***

a) How does the school evaluate the effectiveness of its provision for such pupils?

All teachers and subject leaders, supported by the SENDCo, are responsible for ensuring that there is appropriate provision for children with SEND. Staff evaluate pupil progress and the effectiveness of SEND provision in a range of ways, including formal assessments and observations, learning walks/classroom drop-ins, book scrutinies and pupil conferencing. In response to these evaluations, plans for support are made as appropriate and new objectives set as needed. Progress and evaluations are reported to the Governor with responsibility for SEND, who feeds back the information to the rest of the Governing Body.

Additionally, we use information regarding the day-to-day wellbeing of our pupils to monitor how effectively we are catering to their needs. For example, children with SEMH needs may have behaviour reward systems in place – we monitor these to ensure that the children are making progress with their emotional and behavioural targets as well as academic. A centrally-based monitoring system, CPOMS, is used to log incidences of behaviour or emotional dysregulation, meaning that we are able to keep track of how a child is managing with their daily school life.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs? (How will both you and I know how my child is doing and how will you help me to support my child's learning?)

Informed by the processes above, teachers are able to make a judgement about the progress of pupils with SEND. Children on the SEND Record of Need will have a small set of targets to work towards each term, in line with their needs, which are 'SMART' – Specific,

Measurable, Achievable, Realistic and Time-bound. These are achieved through tailored provisions put in place by the class teacher.For those pupils who receive additional, targeted provision, details of strengths, barriers, support and provision are generated and shared with parents/carers.

Parents are invited to discuss their child's progress at least 3 times a year with the class teacher and are also most welcome to make appointments for additional meetings via the school office. The school follows an Assess-Plan-Do-Review approach (also known as a Graduated Approach) in order to continuously ensure that we are providing the appropriate support for, and making a positive impact on, your child. The school SENDCo works with teachers to follow the Graduated Approach, evaluating the impact of provision with them and adjusting plans accordingly. We also seek to listen to the child's views at or before these meetings, so that they have ownership over their targets and can understand their provision.

c) How will the school staff support my child?
How will the curriculum be matched to my child's/young person's needs?

The school curriculum is inclusive and accessible. Each subject leader holds responsibility for ensuring that pupils with SEND have appropriate differentiation within their subject. Curriculum planning centres on the locality in which our school is set and the needs of the children who attend it. Therefore, all planning is relevant, accessible and appropriate for the children of Horrabridge Primary and Nursery School, ensuring that all children, including those with SEND, have the opportunity to realise their potential. In line with guidance from Local Authority advisors, much of our curriculum planning and resourcing is 'quality assured' against accredited associations, who offer additional support to enable schools to meet the needs of their SEND pupils.

The school will provide a variety of additional support for children with SEND, to enable them to access all areas of the curriculum. This may include the provision of additional adult support, which allows for supported inputs, small group dynamics and even 1:1 support where necessary. All classes benefit from the provision of at least one additional adult. The school will also access external agencies when appropriate to enhance provision and receive additional advice for specialist support. An overview of the school's provision is available from the school's SENDCo.

d) *How does the school adapt the curriculum and learning environment for pupils with special educational needs?*

We follow an approach which offers 'Ordinarily Available Inclusive Provision', which means that we provide resources as a standard offer which may be 'helpful for some, essential for others and harmful to none'. We offer OAIP provision across the 4 broad areas of need with a range of approaches, including visual, auditory and kinaesthetic approaches. All classrooms have 'non-negotiable' resources, which include visual timetables, physical mathematical resources, handwriting/alphabet displays, etc. Additionally, we audit our provision regularly, seeking advice from specialist advisors to ensure that we continue to improve and develop our practice to better suit our SEND pupils. We also gather the pupil voice, so that we can understand how they learn best/most effectively and what they feel has been the most helpful provision.

e) *What is the 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?*

The school provides support that meets the individual needs of the children. These interventions are detailed on our 'At a Glance' document, which is available from our SENDCo. Children who may require higher levels of support have access to appropriately trained support staff and, as a school, we work in partnership with a range of specialist agencies and practitioners such as Educational Psychologists, a Speech & Language Therapist, the Mental Health Support Team and an Inclusion Partner who provides advice and support.

Prior to being placed on the SEND Record of Need, a child may be monitored using a Graduated Approach. This will mean that teachers have identified an area of concern and will be trialling a range of approaches to see if their need can be met within our general classroom offer (also known as 'Ordinarily Available Inclusive Provision'). Should their need continue to be a concern, in discussion with you, they may be moved to our SEND Record of Need.

Our SEND Record of Need is split into two areas. 'SEND Support' includes both targeted provision within the school, where adjustments and accommodations are made specifically for the pupil, and specialist support, where referrals to outside professionals or agencies

for additional advice/support may be made. The second area is for those children who have an 'Education, Health and Care Plan', and who may receive additional SEND funding to support their education. Children may move through the areas on the Record of Need as we follow the Graduated Approach and establish their level of need.

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

The school is accessible in all areas to a person with disabilities and we are committed to make reasonable adjustments to make our school inclusive for all children. We have lift access to the upper level of the school, disabled toilet facilities, a dedicated disabled parking space and make every endeavour to plan activities in which all children can be included. The school SENDCo uses the Graduated Approach, along with evidence from external professionals, to access additional funding and support for alternative equipment and resources from the Devon SEND 0-25 Team. Local charities such as The Mary Budding Trust and The Horrabridge Cavaliers also receive requests for funding from Horrabridge Primary and Nursery School. The school benefits from their generosity and has been able to fund the purchase of several iPads and various sensory equipment, thanks to these donations. The school is currently developing a Sensory Room which will provide a safe and supportive environment for sensory regulation, therefore supporting well-being and readiness to learn and engage.

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

Children come to school to learn, but some are not ready or able to do so. They may exhibit behaviours that are challenging and disruptive, restless or withdrawn. Current brain science shows, for many of these children, their stress management, emotional regulation and seeking /exploring systems are not yet sufficiently developed for them to access learning. Here at Horrabridge Primary and Nursery School, we work hard to develop the early identification of emotional developmental needs so that differentiated provision to address those needs can be put in place. As the children's emotional and social developmental needs are met, they re-engage with life and learning. Prioritising children's emotional and mental health and wellbeing is a key part of our PSHE curriculum. Using a theory known as 'Emotional Logic', classes work on understanding the idea that all emotions have a useful purpose and learning the skills for utilising these purposes

effectively and positively. Through whole class teaching, children benefit from supporting, and being supported by, their peers. In addition, some children may receive specific 1:1 or small group provision according to their specific requirements, which will seek to further develop their emotional wellbeing.

In the academic year 2024-2025, we received some support and training on the use of 'Normal Magic Ambassadors', where the older children in our school received some training regarding managing mental health, which can then be used by them to support their younger peers. There will hopefully be ongoing support with this to further embed this system into our school.

In addition, helpful links and resources are available for parents to download on our school website.

Any concerns regarding the safety and wellbeing of our pupils are communicated to the school's headteacher, who is the designated safeguarding officer. We have a 'Time To Talk' card scheme that encourages children to alert an adult to their need to talk in a calm and practical way. Additional information regarding our approach to the mental health and wellbeing of our pupils can be found in our school Positive Mental Health and Wellbeing – Students policy, along with the school Safeguarding policy.

As of the Summer term 2025, we now have support from the Mental Health Support Team who are a new, early intervention service providing evidence based mental health support to children and young people experiencing common mental health difficulties. They are able to provide both 1:1 and group/class support for children experiencing anxiety, low-mood and other issues with their emotional wellbeing and mental health. Mrs Melanie Darch is the named Senior Mental Health Lead.

4	***What is the name and contact details of the SEND co-ordinator and how and when can they be contacted?***

From January 2025, the school SENDCo is Mrs Melanie Darch who will work 3 days a week and can be contacted via the school office. Mrs Darch is an experienced class teacher who has worked at Horrabridge Primary and Nursery School for ten years as both a class teacher and a PPA cover teacher. She has a wealth of experience of managing children's additional needs and disabilities and is completing her NPQ for SENCOs, due to finish in the academic year 2025-2026.

5	***What specialist services and expertise are available at, or accessed by, the school? What training has the staff supporting SEND pupils had? 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.***

The school has access to several external agencies that can provide additional support. Where a specialist need is identified by the school, the SEND co-ordinator will discuss this with parents and seek advice and support from the appropriate agency in order to meet the needs of the child. Services such as Educational Psychology, Speech and Language support and an Inclusion Partner are examples of the specialist support we receive. Devon County Council remain in the process of integrating these services so how they are accessed may differ once established, but the belief is that broadly the support will remain the same but with improved accessibility.

Staff within the school receive training to best support the needs of the children in their class/the school. As designated SENDCo, Mrs Darch is completing the NPQ for SENCOs qualification within the first three years of undertaking the role. Other teaching staff and teaching assistants receive additional training as part of their continued professional development either within in-school training sessions or through attending external training. All staff have received health and safety training including how to help a child or adult in situations such as choking, loss of consciousness and head injuries, along with practising CPR.

6	***What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?***

All children, regardless of SEND, are made aware of their next steps. We value the pupil voice and encourage children to contribute to their learning plans and targets at the review points in October, February and May of each academic year. Children who have additional needs all have targets, which are shared, discussed and actioned with those members of staff who are providing their additional support.

7	***What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND, concerning the provision made at the school?***

If a parent/carer is unhappy with the SEND provision at the school, they are encouraged to contact the class teacher, the SEND co-ordinator or the Headteacher to share their concerns, in the first instance.

If a parent/carer feels their concerns have not been addressed and they wish to make a complaint about the school, they are requested to direct their grievance to the school's Chair of Governors. A complaint form is available from the school office.

8	***How does the governing body involve other agencies, 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?***

As a Devon school, we access support through the 'Right for Children' Early Help process, details of which are available on the Devon Local Offer website.

Devon Local Offer Website: https://www.devon.gov.uk/education-and-families/send-local-offer/

You can also access further information regarding the 'Right for Children' Early Help process at: https://www.dcfp.org.uk/

9	***What are the contact details of support services for the parents of pupils with special educational needs?***

As mentioned above, Mrs Melanie Darch is the school SENDCo, working three days per week and contactable via the school office.

Parents can also access support through the following websites:

Devon Local Offer Website: https://www.devon.gov.uk/education-and-families/send-local-offer/

Devon Children and Families Partnership: https://www.dcfp.org.uk/

Devon Information and Advice Service website: www.devonias.org.uk

10	***What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education? (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?)***

During any transition phase, the school work closely with the parents/carers of any children with SEND and the school who will be receiving them. Team Around the Family

meetings can be held in order to hand over important information and develop a plan for a smooth transition.

Children are given the opportunity to share their 'voice' and detail any concerns or questions they have regarding the transition. Enhanced transition plans allow the children to visit their new school and become familiar with their new environment.

Horrabridge Primary and Nursery School maintains an open policy of support, ensuring that following transition they can still be contacted to provide additional information or support to the new school/placement.

11 ***Where can I find information on where the local authority's local offer is published?***
https://www.devon.gov.uk/education-and-families/send-local-offer/