

North Molton Primary School

Special Education Needs & Disabilities (SEND) Information report 2024-2025

SENDCo for statutory school age = Mrs Julie Hawkins

SENDCo for Nursery = Miss Emily Archer

Please also read our Trust Inclusion policy and School SEND Strategy and Guidance document which are available on our school website. Hard copies of the documents can be obtained from the school admin office.

Introduction

North Molton Primary School is a mainstream primary academy for ages 2-11 years old. Our Nursery class takes children from 2 years and is run as an Early Years Unit with our Reception class.

North Molton Primary School will do its very best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide support for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and Community Representatives of North Molton Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We work closely with parents at all stages of children's education and ensure they feel fully involved in the process.

North Molton Primary School's vision is for our children to have a transformational education; giving each child the opportunity to fully achieve academically and socially, and to lead positive and healthy lives, moving to the next phase of their education as confident, independent and intrinsically motivated learners.

The values of our school community are:

Bravery

Respect

Kindness

Endeavour

Aspire

Love Learning

What is Special Educational Needs and Disabilities (SEND)?

The Special Educational Needs and Disability Code of Practice: 0-25 years defines SEND as:

“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 significant 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.”

There are four areas where a pupil may have difficulty which mean they have SEN; these are:

- **Communication and Interaction** - this area includes speech and language difficulties and social communication difficulties including neurodivergent pupils.
- **Cognition and Learning** -this is where a pupil is learning at a slower pace than other children in their year group.
- **Social Emotional and Mental Health Difficulties** - this includes children with mental health needs, neurodivergent pupils or those pupils with challenging behaviour.
- **Sensory or Physical Needs** - this is where a child has hearing difficulties, a visual impairment, mobility difficulties and sensory processing difficulties.

A child may have difficulties in more than one of these areas.

Who is responsible for the pupils with SEND at North Molton Primary School?

At North Molton Primary School, all teachers are responsible for teaching every child in their class, including those with SEN.

Mrs Julie Hawkins/ Miss Emily Archer are the SENDCos and can be contacted through the school office or by email: julie.hawkins@nmpps.tarkatrust.org.uk / emily.archer@nmpps.tarkatrust.org.uk

Our SENDCos are responsible for coordinating and implementing the school’s policy on SEND. The range of these duties and responsibilities can be found in the Tarka Trust’s Inclusion policy and the School SEND Strategy and Guidance document.

Further support and advice for parents can be provided by Devon Information Advice and Support and more information can be found on their webpage: <https://devonias.org.uk/> . They are able to support with:

- Attendance at meetings
- Helping with reports, letter and any paperwork
- Providing information about relevant groups or organisations
- Training and information

What training do North Molton Primary School staff have around SEND?

Staff training needs are identified in an annual SEND audit and relevant training is put into place. We regularly refresh our knowledge during non-pupil days and training within meetings after school. Members of staff also attend courses run by our Trust or by other agencies including Babcock LDP and Devon County Council, that are relevant to the needs of specific children in their class. We can refer to advisory teachers to support with a specific needs as well. Our SENDCos are qualified teachers who benefit from regular support and training provided by a qualified educational psychologist employed by Tarka Trust.

How do the staff at North Molton Primary School identify children who have special educational needs?

Class teachers, together with the head teacher regularly review the progress of each child in school. Class teachers, through internal assessments such as end of unit tests, daily learning and observations of children's learning will be able to identify children who need extra support within the classroom in specific areas. Children who are new to the school or enter mid-year are assessed on entry. This combined approach enables us to quickly identify any child who we feel is not making the necessary progress and attainment. We are then able to investigate the possible reasons for this, sometimes it could be due to prolonged illness, a change in home life or an unidentified need in learning. We also have a range of formal assessments and tests that can be used if necessary to inform next steps.

If a teacher has a concern, they will discuss it directly with the SENDCo. The SENDCo will advise the class teacher and provide support, where appropriate carrying out observations, looking at a child's work and working alongside the child or meeting together with the class teacher and parents. On occasions the SENDCo will seek further external advice and support if required. This may be from the educational psychologist based within Tarka Trust. Parents/Carers are fully involved in the SEND process and are invited to meetings to begin any assessment. You might therefore, for example, be invited to a meeting together with the educational psychologist and member of school staff to decide concerns and best next steps.

Parents should contact the class teacher in the first instance if they have a concern about their child but they may also then involve the school's SENDCos if necessary. In addition, other professionals working with the family or child may contact or alert the school to a child's needs.

How children with SEND are identified and assessed

The impact and success of interventions is measured by comparing before and after data and drawing comparisons with peer and national equivalent data.

What support is available for children with special educational needs in our school?

All teachers have the highest possible, yet realistic expectations of all children. They are responsible for the teaching and learning of all children in their class. Staff are regularly informed about effective strategies to use within their class to support children with SEND.

SEND Provision : the ILP

The schools SEND systems and interventions focus on three areas of need:

Tier One = what is on offer to all children. All school staff are committed to 'quality first teaching'. Such teaching will, be based on clear objectives that are shared with the children and returned to at the end of the lesson. Teachers will also carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Adaptive teaching strategies are employed to ensure inclusion for all pupils. These strategies may include the use of physical resources some of which may be personalised for your child such as the use of coloured overlays or exercise books. Appropriate seating arrangements and additional check-ins with your child may also aid learning.

Tier Two = is targeted catch up provision for groups to 'put children back on course'.

Teaching is personalised and built on what your child already knows, can do and can understand. Regular assessments help to inform the teacher of your child's progress and to plan suitable next steps. These next steps may include additional support / intervention which could include 1:1 or small group work in the following, but not exhaustive, list of areas of : Reading, Writing, Phonics, Maths, Social and Emotional support, Motor Skills, Speech and Language. Any further additional support or interventions (extra learning in groups or 1:1 support) are reviewed termly by the SENDCO.

Tier Three = a more in-depth intervention offering more personalised solution to be used if Tier 2 hasn't had the intended impact. Parents will be consulted before any Tier 3 intervention begins.

In exceptional circumstances it may be considered appropriate for your child to follow a different pathway from that of his / her peers in their year group. Such a decision will be discussed by the SENDCO and class teacher together with parents and will be authorised by the Headteacher.

How will the school let me know if my child has special needs?

The class teacher will talk to you, if we identify any concerns. You may also be invited to a meeting with the class teacher and SENDCo. If the child is considered eligible to be added to the school register of pupils with SEND, parents will be consulted.

An Individual Learning Plan (ILP) to plan, identify, support and monitor children with SEND will then be created by the class teacher together with the SENDCo. We also involve the children in setting their plans, including their views and thoughts for support. This plan will detail your child's needs, desired longer-term outcomes together with the termly steps and the support / intervention necessary for your child to achieve those outcomes. ILPs will be set at the start of each academic year and shared with parents. They will be reviewed, updated and shared with parents on a termly basis. Where appropriate, the plan will include your involvement as a parent/carer to support your child's progress at home.

Parental comments on the progress being made on the objectives contained in the ILP will be gathered and recorded during our regular parental consultation meetings. Further meetings and discussions, when needed, about a child's specific needs and the interventions that have been put in place to support them as well as the expected outcome of interventions, will take place as necessary.

What help from other agencies outside of school can North Molton Primary School access?

The school has access to a range of external agencies that can provide additional support or advice in order to meet the child's needs. We may refer children to e.g. educational psychologist, behaviour support team, literacy difficulties specialist teacher, occupational therapist, physiotherapist, speech and language therapist or visual impairment teacher.

Before a child is referred to an external agency either the class teacher or SENDCo will have discussed this with the parent/carer to gain their permission. You will always be consulted before such a referral is made. Parents can also seek advice from the school about any referrals they would like to make. These agencies include:

- Multi-Agency Support Team (MAST)
- Communication Interaction Team (CIT)
- Speech and Language Service
- Educational Psychologist
- Vbranch House Outreach for children with physical difficulties
- Child and Adolescents Mental Health Service (CAMHS)

Devon County Councils – SEND Local Offer

We are committed to the Local Authority's local offer. More information about the Local Authority's Local Offer for children and young people with SEN and their families (including information on the statutory EHCP process) as well as information about the above services can be found on the Devon County Council Website: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Details of equipment and facilities to support children with special educational needs

The building is wheel chair accessible. We have a disabled toilet and changing facilities. There is a disabled parking space within the school's car park. If a child has a particular need then we will provide specialist resources and equipment to them as necessary. We will work together with outside agencies and parents to identify any specialist equipment that is necessary.