



INTRODUCTION

This SEND policy is the school's most important document in determining how we (staff of Devonshire Primary School) meet the special educational needs (SEN) and disabilities (together SEND) of pupils. This document reflects the statutory requirements as well as our actual day-to-day practice.

In compiling this policy, we have had regard to the Special Educational Needs and Disability Regulations 2014 which came into force on 1 September 2014. This policy further complies with the

- Statutory requirements of the Special educational needs and disability code of practice: 0 to 25 years, DfE January 2015 (SEND Code of Practice);
- Equality Act 2010;
- Statutory guidance on Supporting pupils with medical conditions, DfE September 2014;
- National Curriculum KS1 & 2 Sept 2014; and
- Teacher Standards 2013.

This policy was created by the Assistant Headteacher - Inclusion with the SEND Governor in liaison with the Senior Leadership Team (SLT), staff and parents of pupils with SEND (parents' voice was considered highly valued in the spirit of the current reform).

AIM

All pupils are entitled to have access to the full range of the curriculum at Devonshire Primary School. **Supporting pupils with SEND is the responsibility of all our staff.** The SEND Code of Practice highlights that **every teacher has a responsibility for the progress of their pupils with SEND and is expected to respond with high quality teaching, appropriate differentiation and specific strategies.**

It is the belief at Devonshire that **all** children have an equal right to a full and rounded education which will enable them to achieve their full potential. We strive to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum.

The National Curriculum Inclusion Statement (updated Dec 2014) requires teachers to set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

This SEND policy details how, at Devonshire, we ensure that the necessary provision is made for all pupils who have special educational needs and that those needs are known to all who are likely to work with them. The Assistant Headteacher - Inclusion and SLT will support teachers to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

OBJECTIVE

We have a clear approach to identifying and responding to SEND. Through early identification and subsequent effective provision, we aim to improve long-term outcomes for each pupil.

IDENTIFICATION

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made to access the curriculum or school life. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition (SEND Code of Practice).

At Devonshire we make reasonable adjustments, in accordance with the Equality Act 2010, including the provision of auxiliary aids and services, for disabled children, to prevent them being put at a substantial disadvantage (please also refer to section below on Accessibility).

Broad areas of need

The SEND Code of Practice outlines four broad areas of special educational need and disability:

Cognition and learning

Specific learning difficulties including dyslexia, dyscalculia, dyspraxia	(SpLd)
Moderate learning difficulties	(MLD)
Severe learning difficulties	(SLD)

Communication and interaction

Speech, language and communication needs	(SLCN)
Autistic Spectrum Disorder including Asperger’s Syndrome, Autism	(ASD)

Social, emotional and mental health difficulties (SEMH)

Behaviours which may reflect underlying mental health difficulties such as anxiety or depression. Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and/or physical needs

Special educational provision required because of a disability such as:

Hearing Impairment	(HI)
Visual Impairment	(VI)
Physical Disability	(PD)

We treat each child as an individual bearing in mind his or her needs and the expectations and needs of the school community.

We also recognize the following broader areas of need may also affect pupils with SEND:

- attendance and punctuality issues;
- health issues;
- English as an additional language (EAL);
- entitlement to free school meals; and

- being a looked after child (LAC).

Please refer to relevant school policies for more information.

SPECIAL EDUCATIONAL NEEDS and DISABILITY within the school.

School Support

Pupils with SEND who do not have an Educational Health Care Plan (see below) will receive School Support provision. Support at this level may include participation in school intervention programmes, attendance at external specialist programmes or in-class support. Additional advice may also be sought from external professionals e.g. Educational Psychologist, ASD advisor, Speech and Language Therapy as appropriate.

Educational Health Care Plan (EHCP)

Pupils for whose needs cannot be met through School Support will be referred for assessment by the Local Authority (LA) for an EHCP. Pupils with an EHCP may receive additional funding from the LA or Health Trust, depending on the nature of the needs identified.

GENERAL INFORMATION

Assistant Headteacher - Inclusion

Paula Harrison MA; National SENCo Award; BA (Hons)

Governor with responsibility for special educational needs

Charleen Cutler

GRADUATED APPROACH: A process of identification and provision

Devonshire adopts a graduated approach to SEND support with four stages of action: **assess, plan, do and review**. This approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEND of pupils. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

ASSESS

Class teachers, supported by the SLT, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers; or
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at pupils' areas of weakness. Where progress continues to be less than expected the class teacher, working with the Assistant Headteacher - Inclusion, assesses whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents), extra teaching or other rigorous interventions designed to secure better progress, are put into place. The pupil's response to such support can help identify their needs (SEND Code of practice).

Any member of staff or parent/carer can refer a pupil for any of the categories of SEND.

Information to support the referral will be gathered from one or more of the following as relevant:

- previous schools;
- results of objective tests e.g., Suffolk reading test;
- KS1 results;
- results of other tests available in school such as word recognition, spelling, words per minute;
- half termly progress test results as appropriate; and
- class teacher observations and assessments.

Parents/carers' views are valued. The school acknowledges the importance of the role that parents/carers play in their children's education and recognise that this is a crucial factor in enabling children to achieve their potential. We aim to work closely with parents/carers at all stages. If a parent/carer suspects that their child has special educational needs then they should discuss their concerns with the class teacher first who will then involve the Assistant Headteacher - Inclusion.

As a result of assessment those pupils recognised as having SEND will be registered on the school SEND register in line with school procedures.

When a decision has been made to place a child on the SEND register the class teacher invites the parent/carer in to discuss areas of concern. The school acknowledges the significance of this first meeting with parents/carers which is planned to allow a full and unhurried discussion of the child's needs.

Parents/carers are asked to sign a letter confirming their child's inclusion on the school's SEND register. A copy of this letter is retained by the parent/carer and the original is retained by the Assistant Headteacher - Inclusion for school records.

Further reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- 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.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The identification and assessment of the possible learning difficulties of a bilingual pupil considers:

- the child's progress in his/her first language;
- the child's home and cultural background;
- the child's previous education; and
- support already given to the child

PLAN

Where it is decided to provide a pupil with SEND support, parents are formally notified. The teacher and the Assistant Headteacher - Inclusion should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Parents/carers' views are taken into consideration when planning additional provision and the school seeks the permission of the parent/carer before referring their child to other professionals for support or advice. Parents/carers are invited to comment on their child's progress and on any actions agreed by their class teacher/ Assistant Headteacher - Inclusion during review meetings. The school will contact any parent/carer who is unable to come into school by telephone or letter.

It is important that all those with a parental, pastoral or teaching responsibility for pupils with SEND are informed of their needs and any appropriate actions required or targets set. It is also necessary for the School Office to be aware of needs for specific pupils. The Assistant Headteacher - Inclusion is responsible for providing the relevant information in line with school procedures.

All pupils who have been identified as having SEND will be registered on the school SEND register at School Support or EHCP. Information recorded will include category of need. The Assistant Headteacher - Inclusion will ensure this is updated at the beginning of each academic term. This information will be available on the school's information management system.

The school records the steps taken to meet the needs of individual children using a provision map and the Assistant Headteacher - Inclusion has responsibility for ensuring that records are kept and available when needed.

The whole school provision map outlines the type and duration of each child's additional needs provision. It denotes all the support in place for each of the children on the school's SEND register. This is to be read in conjunction with records of progress and the school's tracking systems. Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision includes:

- in class support for small groups with a teaching assistant;
- small group withdrawal with a teaching assistant or teacher;
- differentiation of resources;
- Wave 3 interventions e.g. Catch-up Literacy, Snap maths, Toe by Toe;
- provision of alternative learning materials/special equipment;
- provision of additional Assistant Headteacher - Inclusion time in devising interventions and monitoring their effectiveness; and
- staff development/training to undertake more effective strategies.

In addition, all pupils with an ECHP and pupils at School Support with outside agency involvement will have an Individual Education Plan (IEP), as appropriate, (which for ease of use is presented in a standard format) that will detail the following information:

- category of special educational need or disability;
- short term targets together with actions required, assessment/monitoring procedures and outcomes; and
- review date.

A copy of the IEP is available on the school computer system to be accessed by all relevant staff. A copy is also sent home for the parent/carer and pupil.

In addition, a copy of the IEP will be placed on the pupil's school file.

DO

The SEND Code of Practice states the class or subject teacher should remain responsible for working with the relevant child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Assistant Headteacher - Inclusion supports the teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

School staff arrange group meetings in school for parents/carers to learn more about their child's support programme. In addition, letters are sent home outlining proposed support. From time to time staff organise other events e.g. workshops.

School staff are active in promoting events organized by voluntary organizations e.g. the Sutton Dyslexia Organisation. Parents/carers have access to a list of voluntary organisations.

REVIEW

SEND reviews take place each term as part of Pupil Progress Meetings. The Assistant Headteacher - Inclusion liaises with every class teacher to discuss each child in depth. The reviews are an opportunity to discuss current or recommended provision, recent assessments and pupil progress. The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the Assistant Headteacher - Inclusion, should revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Children on the SEND register with an IEP, have their IEPs reviewed and set on a termly basis by the class teacher. As part of this process the class teacher meets with the parents/carers to discuss the child's progress against the targets set in the IEP. It is anticipated that parents/carers will contribute to the implementation of their child's support programme or IEP, where applicable and parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving Outside Agencies

We may employ specialist expertise if as a school we feel that our interventions are still not having an impact on an individual pupil.

The school works closely with a variety of external agencies including the following:

- Educational Psychology Service
- Sensory and Visual Impairment Service
- Speech Language and Communication Needs Service
- Autism Spectrum Disorder Service
- Special Educational Needs Team
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service
- Social Care

This is not an exhaustive list and the school would engage with any agency or professional as necessary to support the needs of a child.

The school would follow the criteria and referral procedure as set out by the individual agency/professional.

Any referral to be made would be in consultation with the parent/carer through a discussion with the Assistant Headteacher - Inclusion.

Education Health and Care Plan (EHCP)

An application for an EHCP assessment may be considered for a child who continues to experience significant difficulty and meets the criteria for this assessment. This would always be done in consultation with the parent/carer. Parents of children with an EHCP have yearly review meeting with the Assistant Headteacher – Inclusion.

School request for Education Health and Care Plan (EHCP)

A request will be made by the school to the LA for a EHCP if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, including documentation relating to the child's special educational needs and action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- previous IEPs and targets for the pupil;
- records of regular reviews and their outcomes;
- records of the child's health and medical history where appropriate;
- National Curriculum attainment levels in literacy and numeracy;
- education and other assessments, for example from an advisory specialist support teacher or educational psychologist; and
- views of the parents/carers.

Annual Review of pupils with an EHCP/Statement:

Information collected will include that listed above, but in addition the pupil's class teacher will be asked to report on progress made by the pupil with specific regard to the overall aims and targets identified on the EHCP. A formal report from the school will be produced prior to the review and sent to those invited to attend. Contributions from parents/carers and pupils will also be sought.

Invitations to attend will be sent to the student, parents/carers, relevant support staff, class teacher and other relevant agencies involved with the pupil such as the Educational Psychologist, Social Worker etc. In the case of transitional reviews, the school endeavours to ensure that a LA representative is part of the review process.

As a result of the review the original report, together with the views of the parents/carers and pupil, are sent to the LA for consideration together with any additional notes. Following this submission to the LA the EHCP may be continued, amended or may be discontinued depending on the needs of the pupil. A summary of the review and its outcomes will be circulated to those with parental, teaching and support responsibility.

SUPPORTING PUPILS AND FAMILIES

One of the statutory requirements of the SEND Code of Practice is that a Local Offer be produced. The Local Offer is a document giving information about available provision for children with SEND, considering the views and needs of the children and their parents themselves. This has been produced for Sutton LA (see <http://localoffer.sutton.gov.uk/>) and it contains information about contact details for discussion of child needs, assessment of children for SEND provision, how information is communicated to parents and carers, progress reviews and what is done if progress is inadequate, the curriculum, how needs are met, additional support available, support for exams, social and emotional support and LA support services that are utilised.

The Local Offer contains links to other agencies and support services such as Sutton Information, Advice and Support Network (formerly Parent partnership) - see Appendix.

The school's SEND Information report can be seen at <http://www.devonshireprimary.org/special-educational-needs/inclusion>

TRANSITION ARRANGEMENTS

Moving schools can create understandable concerns for children and their parents/carers. Children joining the school and their parents/carers are offered the chance to tour the school in advance on request and if the Assistant Headteacher - Inclusion is available to meet with children with SEND and their parents/carers during this tour. New children are also allocated another child to spend time with, help them settle in and find their way around.

Devonshire Primary School ensures the following to ensure smooth transitions:

- The Assistant Headteacher - Inclusion and Foundation Stage Leader attend Transfer Meetings for children with SEND needs who transfer from Early Years settings into the Nursery or Reception classes.
- The school has a system in place to manage the smooth transfer of all children from Pre-School Settings into Nursery, Nursery into Reception and from KS1 to KS2.
- There is a system in place to inform the school of any child with SEND who transfers from other schools either within the Sutton LA or outside.
- The Assistant Headteacher - Inclusion ensures that the child's file is passed on to the child's new teacher before the beginning of the Autumn Term.
- During the summer term, the Assistant Head Teacher - Inclusion attends the LA's Transfer to High School Meeting when Y6 pupils' SEN provision is shared with the new High School.
- Children with SEND may have additional visits to their high school, as appropriate, during the latter part of the summer term.

Transition work and/or a transition booklet is given to parents/carers of children who may experience difficulties with the change from one year group/setting to the next.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Our pupils with medical needs have individual healthcare plans which specify the type and level of support required to meet their medical needs. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Please refer to statutory guidance Supporting pupils at school with medical conditions (see Appendix for link).

SUCCESS CRITERIA / Monitoring and evaluation

The Assistant Headteacher - Inclusion monitors the progress and attainment of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the SEND policy on the practice of the school. The Assistant Headteacher - Inclusion and the Headteacher hold regular meetings to review the work of the school in this area. In addition, the Assistant Headteacher - Inclusion and the named governor with responsibility for SEND also hold regular meetings to monitor SEND provision and outcomes.

TRAINING AND RESOURCES

The school receives additional learning support funding as part of its overall budget each year to support pupils with SEND. Individual students with an EHCP may have additional funding in order that the school can meet their needs.

The Assistant Headteacher - Inclusion is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP.

Resources are used to provide the following:

- In-class teaching assistant support for pupils with SEND;
- In-class support for an individual or group;
- Play Therapist in school 2 days a week;
- Additional teaching through special programmes aimed at particular needs;
- Purchase of specialist equipment;
- INSET time for teachers and whole school to develop specific courses or teaching styles aimed at meeting particular group needs;
- Necessary administrative support;
- Resources for social and behavioural interactive games, reading books, and ICT software;
- 4 Emotional Literacy Support Assistants (ELSA) trained staff;

Additional teaching is matched to pupil need. Identified pupils also receive small group teaching to enhance their literacy and numeracy skills. Where withdrawal from lessons occurs, care will be taken to ensure that pupils are still receiving a broad and balanced curriculum, and that the extra support does not limit their future opportunities within any subject area.

Support during break and lunch time is also given to pupils who are vulnerable, have difficulties managing their behaviour or who find the playground environment challenging.

The school is a member of NASEN (National Association for Special Educational Needs) and SENJIT (Special Educational Needs Joint Initiative for Training; London Institute of Education), through the LA, both of whom provide information on courses and offer a range of materials concentrating on SEND. The Assistant Headteacher - Inclusion attends LA In-Service courses/SEND meetings regularly to keep abreast with current thinking.

Inset/Staff Development

Professional development is part of a whole school inclusive approach and is provided to all staff as appropriate. The School Development Plan outlines areas for development.

Principles:

- All teaching staff and teaching assistants are encouraged to develop their skills in special educational needs;
- The Assistant Headteacher - Inclusion oversees and facilitates the training of **SEN** teaching assistants;
- The Assistant Headteacher - Inclusion contributes to In-Service Training within the school;
- The Assistant Headteacher - Inclusion provides support and training to trainee and newly qualified teachers through induction meetings;
- Staff are encouraged to share their learning with colleagues; and
- The governor with special responsibility for SEND should attend SEND training sessions where possible.

CO-ORDINATION OF SPECIAL EDUCATIONAL NEEDS – ROLES AND RESPONSIBILITIES

Supporting pupils with SEND is the responsibility of all Devonshire staff

The Role of the Assistant Headteacher - Inclusion and what SEND provision looks like at Devonshire Primary School

The Assistant Headteacher - Inclusion responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND and managing the provision map.
- Overseeing interventions including delegating day to day running of them
- Monitoring impact of SEND interventions
- Monitoring attainment and progress of SEND pupils
- Termly meetings with class teachers and teaching assistants about SEND pupils in their class
- Liaising with and advising fellow teachers.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Overseeing the records of all children with SEND.
- Monitoring the SEND register
- Monitoring IEPs drawn up by teachers and ensuring these are regularly reviewed
- Ensuring that the school's SEND policy and practice identify and meet the needs of pupils resulting in improved standards of achievement.
- Evaluating the effectiveness of the involvement of staff from outside agencies and from the learning support department.
- Preparing and forwarding the required documentation and reports for statutory assessment and review
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, early years providers, health and social services and voluntary bodies.
- Line management of SEND 1:1 teaching assistants.
- Attend weekly SLT meetings to keep the SLT informed of the operations of this policy

Teachers and teaching assistants

All teaching staff and teaching assistants are involved in the implementation of the school's SEND policy and are aware of the school's procedures for identifying, assessing, supporting and reviewing provision for pupils with SEND.

Class teachers are responsible for meeting the needs of children with SEND through an appropriately differentiated curriculum, using a range of strategies which will help the children to achieve their potential. They should ensure that children are taught with their peers for as much of the time as possible and that each child has a clear understanding of what is expected of him/her in terms of expected learning outcomes and behaviour, according to the school's policies.

Teaching Assistants work with individuals or groups with SEND as directed by the Assistant Headteacher - Inclusion /class teacher. They engage in the sharing of planning, assessment and feedback with the class teacher and maintain daily records of support.

Other duties of teaching assistants include:

- provision of in-class, small group withdrawal;
- monitoring and feedback on pupils' progress in interventions;
- co-ordination of the ELSA programme for those pupils identified as having SEMH;
- contribution to the identification, assessment, communication and review of progress for pupils with SEND along with the class teacher; and
- support at lunch and break times for vulnerable pupils.

Governing body

The governing body should take steps to ensure that:

- all legal requirements of the SEND Code of Practice are met when carrying out its duties toward pupils with SEND;
- governors are fully involved in developing and monitoring the school's SEND policy;
- all governors, especially the governor with special responsibilities for SEND, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- the necessary provision is made for any pupil who has SEND;
- teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND;
- the school makes reasonable adjustments to enhance accessibility for pupils with SEND;
- there is effective integration of pupils with SEND within the school
- a qualified teacher is appointed to act in the role of Assistant Headteacher - Inclusion and be responsible for all aspects of SEND in the school; and
- the governor with special responsibility for SEND meets termly with the Assistant Headteacher - Inclusion to monitor the school's work. The governor reports termly to the governing body through its curriculum committee and also presents a termly report from the Assistant Headteacher - Inclusion to the governing body.

ACCESSIBILITY

The needs of any disabled child wishing to attend the school will be assessed with the help of appropriate agencies e.g. the LA's Mobility Officer. The school identifies and monitors the changes it can make to improve access through the Accessibility Plan. The new build has taken account of the relevant statutory requirements.

Some of the adjustments made so far have included:

- ramps for wheelchair access;
- wheelchair available for children with mobility difficulties for school trips/visits;
- disabled toilet in main building on each floor;
- lifts to ensure access to all parts of the school;
- extra adults available at certain times of the day and on trips for specific children; and
- LA Visually Impaired team consulted, and larger print text used for a specific child

Please also refer to Devonshire's Accessibility Plan

COMPLAINTS PROCEDURE

- Complaints relating to a child's SEND provision should be brought to the attention of the class teacher in the first instance.
- If this does not resolve the situation, then an appointment should be made with the Assistant Headteacher - Inclusion so that the subject may be discussed in greater depth.
- Unresolved complaints should then be referred by the Assistant Headteacher - Inclusion or the relevant parents/carers to the Headteacher.
- Should parents/carers not feel satisfied, then they should make a formal complaint using the school's complaints procedure.
- Should parents/carers require impartial advice then they can discuss their concerns with the Sutton Information, Advice and Support Service (IASS).

BULLYING

At Devonshire we provide a safe and secure learning environment within which each individual is valued and respected. We strive for each pupil to appreciate and value his or her own strengths through the celebration of success using the school rewards. We ensure that pupils with SEND are an integral part of the school community, e.g. school council and extracurricular activities.

The school's behaviour and anti-bullying policies reflect its zero-tolerance approach to emotional, physical or cyber bullying and outlines the rigour of response.

APPENDIX

- Special educational needs and disability code of practice: 0 to 25 years, January 2015: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Statutory guidance on supporting pupils at school with medical conditions, DfE September 2014: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Devonshire Primary School Accessibility Plan: <http://www.devonshireprimary.org/school-policies/equality-and-inclusion-1>
- Devonshire Primary School Anti-Bullying Policy: <http://www.devonshireprimary.org/school-policies/pupil-1>
- Devonshire Primary School Behaviour Policy: <http://www.devonshireprimary.org/school-policies/pupil-1>
- Devonshire Primary School Equality Policy: <http://www.devonshireprimary.org/school-policies/equality-and-inclusion-1>
- Children and Families Act 2014: <http://www.legislation.gov.uk/ukpga/2014/6>
- Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15>
- Devonshire Primary School SEN information report: <http://www.devonshireprimary.org/special-educational-needs/inclusion>
- National Parent Partnership Network – guidance on impartial information, advice and support: <http://www.iassnetwork.org.uk/>
- Special Educational Needs and Disability Regulations 2014: <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- London Borough of Sutton's Local Offer <http://localoffer.sutton.gov.uk>

**Appendix
GRADUATED RESPONSE TO INDIVIDUAL NEEDS AT SEN SUPPORT**

FOUNDATION STAGE (Nursery and Reception)

Early Years (Nursery) (Reception) Monitoring - General Triggers	Intervention	Early Years (Nursery) (Reception) SEN Support - General Triggers	Intervention
<p>Makes little progress despite teaching that targets identified areas of weakness</p> <p>Achieves levels significantly below those expected for children of a similar age</p> <p>Presents persistent emotional and/or behavioural difficulties</p> <p>Has sensory and/or physical problems and makes little progress despite provision of aids and equipment</p> <p>Has communication and/or interaction difficulties requiring individual intervention to access learning</p>	<p>Relevant information from parents/carers/other professionals collected</p> <p>Class Provision Map drawn up setting out arrangements for teaching and learning appropriate to needs of child</p> <p>Use of differentiated resources implemented, staff training or one-off advice from LA support services</p>	<p>Despite provision of concentrated support: Child continues to make little progress over a long period</p> <p>Continues working at level substantially below that expected of other children of the same age</p> <p>Has Emotional and Behavioural Difficulties which substantially and regularly interfere with the child's own learning or that of the group</p> <p>Has sensory and/or physical needs requiring direct intervention from a specialist service</p> <p>Has on-going communication/interaction difficulties that affect social and academic development</p>	<p>Involvement of external services – referral likely and IEP drawn up</p> <p>LA may offer advice or provide support</p> <p>Delivery of the IEP remains the responsibility of the class teacher</p>

KS1 & KS2 (Years 1 – 6)

Monitoring - General triggers	Intervention	SEN Support– General Triggers	Intervention
<p>Makes little progress despite teaching that targets identified areas of weakness</p> <p>Has difficulty in developing literacy/numeracy skills which affect attainment in other curriculum areas</p> <p>Presents persistent emotional and/or behavioural difficulties</p> <p>Has sensory and/or physical problems and makes little progress despite provision of specialist equipment</p> <p>Has communication and/or interaction difficulties and continues to make little progress despite differentiation</p>	<p>AHT Inclusion and class teacher decide on the Action needed</p> <p>Intervention/in-class support agreed Class Provision Map drawn up setting out arrangements for teaching and learning appropriate to needs of child</p> <p>Use of differentiated resources implemented, staff training or one-off advice from LA support services.</p>	<p>Despite provisions of concentrated support the child:</p> <p>Continues to make little progress in specific areas over a long period</p> <p>Continues working at levels substantially below that expected of other children of the same age</p> <p>Has SEMH which substantially and regularly interferes with the child's own learning or that of the group, despite having an individualized behaviour support programme</p> <p>Has sensory and/or physical needs requiring specialist intervention</p> <p>Has on-going communication/interaction difficulties that affect social and academic development</p>	<p>External support services:</p> <p>Should advise on new IEP - fresh targets, strategies and materials.</p> <p>Provide more specialist assessments</p> <p>May be involved in teaching the child directly</p> <p>Delivery of the IEP remains the responsibility of the class teacher</p>

*These are general triggers only. We have a comprehensive set of triggers to assist with assessing pupils' needs for intervention at SEN Support