



## Special educational needs and disability: Information report of Devonshire Primary School 2023-2024

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| <b>Name of School</b>         | Devonshire Primary School   |
| <b>Address</b>                | Devonshire Primary School<br>Devonshire Avenue<br>Sutton, Surrey                              |
| <b>Postcode</b>               | SM2 5JL   |
| <b>Name of contact person</b> | Assistant Headteacher Inclusion: Mrs M Elsey  |
| <b>Telephone</b>              | 020 8643 1174   |
| <b>Email</b>                  | <a href="mailto:office@devonshire.sutton.sch.uk">office@devonshire.sutton.sch.uk</a>          |
| <b>Website</b>                | <a href="http://www.devonshireprimary.org/">http://www.devonshireprimary.org/</a>             |
| <b>Facebook</b>               | <a href="https://www.facebook.com/devonshiresm2/">https://www.facebook.com/devonshiresm2/</a> |

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| <p><b>Contact to discuss child needs</b><br/>Who will I contact to discuss the concerns or needs of my child?</p> | <p>If a parent/carer has any concerns about their child’s Special Educational Needs or Disabilities (SEND) they are encouraged to talk to the <b>class teacher</b> first.<br/>Our <b>school SENDCo</b> welcomes parents and carers into school to talk further about any concerns, after they have met with the class teacher.<br/>For SEND concerns:</p> <ol style="list-style-type: none"> <li>1. Class Teacher is the first point of contact</li> <li>2. School SENDCo – Miss Martin/Miss Walton</li> <li>3. Assistant Headteacher - Inclusion: Mrs Elsey</li> <li>4. Head Teacher: Miss Oastler</li> </ol>   |
| <p><b>Assessing children</b><br/>How does the school know how well my child is doing?</p>                         | <p>Assessment for SEND provision is seen as part of the school’s Assessment, Recording and Reporting Policy.</p> <p>On-going assessment takes place by the class teacher throughout the year and this helps to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. All children are expected to make progress. However, it should not be assumed that all children will progress at the same rate. The rate of progress may vary depending on individual learning styles, the child’s ability and personal circumstances.</p> <p>When a child shows little or no progress despite receiving differentiated learning opportunities, targeted particularly to their identified area of weakness, this is a trigger for intervention. This includes Literacy and Numeracy skills; social, emotional, or mental health difficulties that are not improved by management techniques usually employed in the school; sensory or physical needs; and communication and/or interaction difficulties.</p> <p>The SEND Code of Practice advises that children’s special needs are defined under these four categories:</p> <ul style="list-style-type: none"> <li>● Cognition and Learning</li> <li>● Social, Emotional and Mental Health</li> <li>● Communication and Interaction</li> <li>● Sensory and Physical</li> </ul> <p>In addition to attainment in the curriculum areas, staff may raise concerns with regards to fine and gross motor skills in relation to dressing, eating, P.E. and handwriting, mobility in and around school, hearing sight and medical conditions where they may be affecting the child’s progress or ability to access their learning within school. Advice from external agencies will be sought in this instance.</p> |
| <p><b>Updates on progress</b></p>   | <p>Children with SEND have their attainment and progress monitored termly as part of the class progress meeting. The school’s Senior Leadership Team including the Assistant Headteacher – Inclusion and/or</p>  |

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| <p>How regularly will I be updated on my child's progress?</p>   | <p>SENDCo, liaises with every class teacher to discuss each child in depth. The meetings are an opportunity to discuss current or recommended provision, recent assessments and pupil progress and to make any changes in provision in light of the review.</p> <p>Children on the SEND register with support plans have their plans reviewed and set on a termly basis by the class teacher. As part of this process the class teacher will discuss the child's progress against the objectives set at parents evening or by separate appointment where necessary. It is anticipated that parents/carers will contribute to the implementation of their child's support programme, where applicable.</p>   |
| <p><b>If a child is not making progress</b><br/>Will I know if my child is not making progress and what will happen?</p> | <p>Where it is decided to provide a pupil with SEND support, parents are formally notified that their child is being placed on the SEND register and the reason why. The teacher and the SENDCo/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.</p> <p>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/SENDCo via our online EduKey system.</p> |
| <p><b>Curriculum</b><br/>What is the curriculum and how is it taught?</p>  | <p>At Devonshire all children are entitled to, and have access to, a broad and balanced curriculum. The teaching that the children receive and the work that they are set takes account of their age, abilities and needs, and support is provided accordingly.</p>   |
| <p><b>Adapting for child needs</b><br/>How will the curriculum be adapted to meet the needs of my child?</p>             | <p>A school provision map outlines the "action" that is being taken to address the needs of pupils in school.</p> <p>Termly provision maps are drawn up by the class teacher which outline the type and duration of each child's additional needs provision.</p>  |
| <p><b>Teacher flexibility on child needs</b><br/>How flexible can teachers be in meeting the needs of my child?</p>      | <p>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 as much as they can. 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.</p>  |
| <p><b>Additional support</b></p>   | <p>The range of provision includes:</p> <ul style="list-style-type: none"> <li>● Differentiation of the learning activity and expectations</li> </ul>   |

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| <p>Is there any additional support available to help my child reach his/her expected outcomes?</p>           | <ul style="list-style-type: none"> <li>● In class support for small groups with a teaching assistant</li> <li>● Small group withdrawal with a teaching assistant or teacher</li> <li>● Differentiation of resources</li> <li>● Wave 3 interventions</li> <li>● Provision of alternative learning materials/special equipment/assistive technologies</li> <li>● Provision of additional SENDCo time in devising interventions and monitoring their effectiveness</li> </ul>   |
| <p><b>Learning strategies</b><br/>Are there any special features or strategies to help children learn?</p>   | <p>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. Staff receive regular development/training to undertake more effective strategies.</p> <p>Staff also have access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training.</p>   |
| <p><b>Meeting child needs</b><br/>How do I know my child's particular need/s will be met?</p>                | <p>Once individual needs have been identified, targeted provision is put into place and is related specifically to the areas of needs for each child.</p>  |
| <p><b>Access to exams</b><br/>What arrangements are available for pupils to access tests and assessment?</p> | <p>Devonshire Primary School will consider each child's individual case and their specific needs to decide if any adjustments are necessary to allow that child to access tests.</p> <p>Adjustments that may be made include:</p> <ul style="list-style-type: none"> <li>● Additional time to complete the test</li> <li>● A break during the test</li> <li>● Large print</li> <li>● An adult to help the child to stay focused</li> <li>● Reading questions to the child if reading difficulties would prevent them accessing tests (except reading tests)</li> <li>● Making a transcript of the test if the child's writing is difficult to read</li> </ul> <p>Any adjustments would become part of normal classroom practice and would be shared with parents/carers.</p> |
| <p><b>Additional support or time for exams</b><br/>How will I know if my child qualifies</p>                 | <p>We adhere to the Government's guidelines set out in the link below. We ensure that no child is unfairly advantaged or has a disadvantage in accessing tests and assessments.</p>  |

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| <p>for additional support or time to access tests?</p>  | <p><a href="https://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara">https://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara</a><br/> <a href="https://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara">https://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara</a></p>   |
| <p><b>Comfort, safety and socialising</b><br/> How does the school help my child to feel comfortable and safe and manage social situations?</p>                     | <p>We follow the OPAL programme at lunchtime, which provides a large range of activities and equipment for the children to choose from and enriching and engaging experiences for everyone. Our playworkers support the children to think of games and ways to use the equipment as well as supporting children to share the resources. They also support children who are finding it difficult to integrate socially by helping them to find a friend and modelling play, as well as supervising the safety of all children.</p> <p>In PSHE lessons, our Jigsaw programme teaches children social skills, rules and responsibilities that they can then transfer to the playground and into social situations. These lessons are once a week or six per half term.</p> <p>The school works in partnership with parents and carers to encourage good behaviour. The school expects children to be responsible, make good choices and show respect for the whole school community.</p> |
| <p><b>Developing social &amp; emotional skills</b><br/> How does the school help develop my child's social and emotional skills?</p>                                | <p>Our PSHE curriculum (Jigsaw programme) follows a whole school approach towards developing social skills and emotional literacy. It is based on a mindfulness approach and each lesson starts with a calming technique.</p> <p>We have a calming room that can be used for children with sensory needs and those that need some time out in a quiet, calm space.</p> <p>Staff regularly receive training on aspects that contribute to SEMH to ensure that staff awareness is sound.</p> <p>The school also has a range of lunchtime and after-school clubs open to all children within the specified age range of each club.</p>   |
| <p><b>Early Help Support in the Community (Tier 2)</b><br/> Examples: ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, Parent Workshops</p> | <p>Devonshire Primary School has invested in an experienced Play Therapist to work with our children who have significant Social Emotional and Mental Health (SEMH) needs. She works individually with children and liaises with class teachers and parents, to provide the best support for each child.</p> <p>We have a dedicated pastoral team who work across the school to provide more targeted support where necessary.</p> <p>For children who need regular and longer term support and nurture, we have a dedicated teaching assistant who works to help settle children</p>   |

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|  | <p>into class, talk to them about feelings and worries and give them time out or a break.</p> <p>The school also has three trained ELSAs (Emotional Literacy Support Assistants) who plan and deliver individualised programmes of support for children to develop their emotional literacy, including: awareness and development of emotions; social skills development; friendship skills; self-esteem development. All ELSAs attend training days and group supervision sessions led by an Educational Psychologist.</p> <p>We also have a Family Support Worker who is based at school 5 days a week to meet with families and offer advice and support. Michaela Carter-Hodge works with parents/carers on a range of different issues offering advice and support.</p> <p>We regularly make referrals to Parenting Programmes to support our parents in managing their children’s SEND diagnoses.</p> |
| <p><b>Bullying</b><br/>What is the school’s policy on bullying?</p>  | <p>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.</p> <p>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.</p>  |
| <p><b>Disability support</b><br/>What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p> | <p>The needs of any disabled child wishing to attend the school will be assessed with the help of appropriate agencies e.g. the local authority’s Mobility Officer. The school identifies and monitors the changes it can make to improve access through the Accessibility Plan. The new build takes account of the relevant statutory requirements.</p>  |
| <p><b>Accessing lessons</b><br/>How do I know my child will be able to access all lessons?</p>   | <p><b>Adjustments include:</b></p> <ul style="list-style-type: none"> <li>● Wheelchair available for children mobility difficulties for school trips/visits</li> <li>● Ramps for wheelchair access</li> <li>● A lift enables access between the two floors of the school building</li> <li>● There is a disabled toilet. There is a designated disabled parking bay in the car park.</li> <li>● Advice is taken from external agencies who may recommend equipment e.g. larger print text for visually impaired children</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>● Assistive technologies are available where necessary these include: ipads/chromebooks/dictation headsets/C-reader pens</li> </ul> <p><b>Medical interventions:</b></p> <ul style="list-style-type: none"> <li>● Staff trained in use of epi-pens</li> <li>● First aiders on the staff</li> <li>● School nurse</li> <li>● Health Care Plans for individual pupils</li> </ul>   |
| <p><b>Who we work with</b><br/>Who does the school work with?</p>                           | <p>The school has used established links with the full range of local authority's Support Service and will continue to develop these.</p>  |
| <p><b>Working with other agencies</b><br/>How does the school work with other agencies?</p> | <p>The school works closely with a variety of external agencies including the following:</p> <ul style="list-style-type: none"> <li>○ Educational Psychologist</li> <li>○ Sensory, Visual and Hearing Impairment Service</li> <li>○ Speech Language and Communication Needs Service</li> <li>○ Autism Spectrum Disorder Service</li> <li>○ Special Educational Needs Team</li> <li>○ Paving the Way/Adapt to Learn</li> <li>○ Health visitors</li> <li>○ Early Years Advisory Service</li> <li>○ Occupational Therapy</li> <li>○ School Nurse</li> <li>○ Child and Adolescent Mental Health Service</li> <li>○ Social Care</li> <li>○ Sutton Information, Advice and Support Service SIASS (formerly Parent Partnership Service)</li> </ul> <p><a href="mailto:spps@sutton.gov.uk">spps@sutton.gov.uk</a> – 0208 640 4541</p> <p>This is not an exhaustive list and the school would engage with any agency or professional as necessary to support the needs of the children. The school would follow the criteria and referral procedure as set out by the individual agency/professional.</p> |
| <p><b>Informing parents and carers</b><br/>How will I be informed?</p>                      | <p>Any referral to be made would be in consultation with the parent/carer through a discussion with the class teacher and SENDCo.</p>  |

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| <p><b>Helping your child settle with confidence</b><br/>How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p> | <p>Moving schools can create understandable concerns for children and their parents/carers. If your child is joining the school, you and your child will be offered the chance to tour the school in advance on request and if your child has SEND the Assistant Headteacher – Inclusion is happy to meet during this tour. New children will also be 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:</p> <ul style="list-style-type: none"> <li>● The SENDCo and Foundation Stage Leader attend Transfer Meetings for children with significant needs who transfer from Early Years settings into the Nursery or Reception classes.</li> <li>● 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.</li> <li>● There is a system in place to inform the school of any child with SEND who transfers from other schools either within the London Borough of Sutton or outside.</li> <li>● The SENDCo ensures that details of a child’s needs and provision is available to the child’s new teacher before the beginning of the Autumn Term.</li> <li>● During the summer term, the SENDCo attends the Borough’s Transfer to High School Meeting Y6 pupils’ SEND provision is shared with the new High School SEND/Inclusion Leader.</li> <li>● Children with additional needs may have additional visits to their high school, as appropriate, during the latter part of the summer term.</li> <li>● In the summer term of Y6 a transfer to high school intervention group is set up for children who it is felt would benefit from participation in these sessions.</li> <li>● Transition booklets are given to all children via their google classrooms and hard copies provided to parents/carers of children who may experience difficulties with the change from one-year group/setting to the next.</li> </ul> |
| <p><b>Extended School Day</b><br/>What additional facilities do you offer? E.g.<br/>Breakfast club;<br/>After school clubs;</p>  | <p>At Devonshire, learning continues beyond the classroom and the school day. We offer a variety of extra-curricular clubs. See letters about clubs and activities on the letters home page or ask at the school office for more information.</p> <p>The A-Z Breakfast Club offers childcare from 7.30am to 8.35am Monday to Friday for Devonshire children during term time. The Club is part of the school and operates under the school’s Ofsted registration.</p> <p>The A-Z After School Club offers childcare from 3.15pm to 6.00pm Monday to Friday.</p>  |

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|   | The Club offers a happy, fun and safe environment with a variety of activities, toys and equipment to meet the needs of all ages and abilities.   |
| <p><b>Policies</b><br/>Add any relevant <b>web links</b> to things like policies here e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan</p> | <p>Devonshire Primary School Accessibility Plan:<br/><a href="https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/c89667f2fb1f464f9001a494ae4156a1/accessibility-plan-sept-17.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/c89667f2fb1f464f9001a494ae4156a1/accessibility-plan-sept-17.pdf</a></p> <p>Devonshire Primary School Behaviour Policy:<br/><a href="https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/34a04e1093884520a0ee4817c1da4721/behaviour-policy-mar-2017.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/34a04e1093884520a0ee4817c1da4721/behaviour-policy-mar-2017.pdf</a></p> <p>Devonshire Primary School Equality Policy:<br/><a href="https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/11f152c62b2f4114b4ea285cfc19efc8/equality-policy-nov-17.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/11f152c62b2f4114b4ea285cfc19efc8/equality-policy-nov-17.pdf</a></p> |
| <p><b>Complaints</b><br/>If you have a complaint in regards to the SEND support for your child</p>  | <p>The Complaints Procedure can be found at:<br/><a href="https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/3c7cdd13-c638-419b-845b-3c2293168540/complaints-procedure-may-2023.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/devonshire-primary-school/UploadedDocument/3c7cdd13-c638-419b-845b-3c2293168540/complaints-procedure-may-2023.pdf</a></p>  |

London Borough of Sutton's Local Offer – Information about provision locally for children with special educational needs and disabilities:

<https://suttoninformationhub.org.uk/pages/send-local-offer>