

SEN Information Report	 
DATE OF ADOPTION: February 2015,	
DATE OF REVIEW: February 2016, March 2017	
DATE OF NEXT REVIEW: February 2018	
TO BE REVIEWED BY: Full Governors	

South Tawton Primary School's definition of SEN	<p>Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. Schools pupils as having a Special Educational Need if they:</p> <p>Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;</p> <p>Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions</p> <p>A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)</p>
Areas of Special Educational Need	<p>The school provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Needs
The identification and assessment of pupils with SEN	<p>All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:</p> <p>Be similar to that of peers;</p> <p>Match or better the pupils' previous rate of progress;</p> <p>Close the attainment gap between the pupil and their peers;</p> <p>Prevent the attainment gap growing wider.</p> <p>Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.</p>
Evaluating the effectiveness of SEN	Where a pupil is identified as having SEN, we will take action to support

provision	<p>effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which 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. This is known as the graduated approach – assess, plan, do, review.</p> <p>For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.</p>
South Tawton Primary School's approach to teaching pupils with SEN	<p>Quality first teaching with appropriate differentiation in place for groups or individuals to enable access to learning and foster greater independence.</p> <p>Additional provision is coordinated by the school's Senco and is designed and implemented by teaching staff, supported by learning support assistants.</p> <p>Additional resources and materials will be used to support learning. Advice sought from outside agencies will be incorporated into the child's provision.</p> <p>Regular assessment will inform where amendments to provision may be required</p>
How adaptations are made to the curriculum and the learning environment	<p>All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress.</p> <p>A variety of teaching styles used to accommodate different learning styles</p> <p>Differentiated resources and topics to suit the learner</p>
South Tawton Primary School's arrangements for consulting with parents of children with special educational needs	<p>Regular parent evening consultations</p> <p>Team around the child meetings</p> <p>Parent meetings</p> <p>Provision plans</p> <p>SENCo parents evenings</p> <p>Me and My Family – parent and child view</p> <p>Text, e-mail and telephone communication</p>
South Tawton Primary School's arrangements for supporting transition class and phase transition	<p>Additional transfer and transition arrangements are provided, as appropriate, to support individuals</p>
Local offer –information and link	<p>Devon County Council aim to identify special educational needs and disability (SEND) as early as possible and provide the right support built around the needs of children and young people.</p> <p>https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</p>