

## Two Moors Primary School Special Educational Needs & Disabilities (SEND) Information Report 2023 - 2024

At Two Moors Primary School we value the individuality of all of our children, regardless of their abilities or background. We strive to be a fully inclusive school by working hard to meet the needs of all of our children within a mainstream setting - even if those needs are complex and challenging. Being fully inclusive means that the relationships between pupils who may or may not have additional needs are very strong and there is a whole school culture of acceptance, tolerance and celebration of the differences which can occur between individuals. We inspire all of our children to believe in themselves and in their true potential. We support each of them on their own unique learning journey, to help them to succeed and be proud of their achievements.

1. What kinds of Special Educational Needs might the children at Two Moors Primary School have?



The school provides appropriate support for pupils across the 4 areas of need as set out in the SEND Code of practice 2014:

- **Communication and Interaction**  
e.g., Speech and Language difficulties, Autism
- **Cognition and Learning**  
e.g., Specific Learning Difficulties (SpLD), Dyslexia
- **Social, Emotional and Mental Health difficulties**  
e.g., Anxiety, Depression
- **Sensory and Physical needs**  
e.g., Visual Impairment

We are aware that your child may have needs in one or more areas of need. We will work with you, your child, and any other agencies, or settings, to ensure that your child's needs are fully met.

2. How are children with Special Educational Needs and Disabilities (SEND) identified and assessed?



Pupils are identified as having SEND, and their needs assessed through:

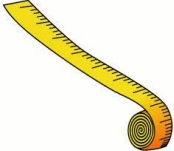

- Liaison with the previous educational setting e.g., Nursery
- Use of Class Teacher assessments and school data for tracking pupil attainment and progress – is the child performing at, or below, age related expectations?
- KS1 or KS2 results
- Baseline assessments
- Further school-based assessments carried out by the SENDCo to monitor the impact of differentiation and/or interventions on progress
- Concerns raised by pupil/parents
- Concerns raised by external agencies e.g., medical diagnosis
- Devon Graduated Response Tool
- Pupil Progress Meetings held termly involving Class Teacher, SENDCo and Assistant Head


3a. How does Two Moors Primary School evaluate the effectiveness of its provision for pupils with SEND?



The effectiveness of SEND provision is evaluated by:

- Tracking of individual pupil progress data by the Class Teacher, with the impact of provision being reviewed at least termly with the SENDCo and other Senior Leaders. Any adaptations to provision are then made as needed.
- Monitoring of progress against objectives set in Individual Education Plans (IEPs)
- Triangulation of data, using data analysis, lesson observations, work scrutiny exercises and pupil interviews, is reviewed on a regular basis
- Governor Visit Programme e.g., SEND Improvement Plan monitoring

	<ul style="list-style-type: none"> <li>• Governor Visit Programme e.g., Safeguarding (including Attendance data, Behaviour and Anti-Bullying)</li> <li>• Termly report of group progress data is sent to SEND Governor for evaluation by the Governing Body</li> <li>• Parent views sought through SEND Policy review process, the Annual Parent Questionnaire programme and Ofsted Parent View.</li> </ul>
<p>3b. How will Two Moors Primary School measure the progress of your child in school?</p> 	<p>Pupil progress will be measured using:</p> <ul style="list-style-type: none"> <li>• A Graduated Approach (as laid out in the SEND Code of Practice 2014 and the school's SEND policy) <b>Assess, Plan, Do, Review</b></li> <li>• Termly data tracking for pupil progress</li> <li>• Monitoring of progress against objectives set in IEPs</li> <li>• Education Health and Care Plan (EHCP) reviews</li> <li>• School based Support Plan reviews</li> <li>• Parent and Pupil Consultation Evenings.</li> </ul>
<p>3c. How will teaching be changed to meet the needs of your child with SEND?</p> 	<p>Teaching Provision, delivered by all Class Teachers, for pupils with SEND includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching with lessons planned and differentiated appropriately to meet the specific needs of all groups of children</li> <li>• Extra adult support in classrooms working under the direction of the Class Teacher and providing intensive, focussed or small group support</li> <li>• Additional support programmes, as needed, to meet progress targets identified through Individual Education Plans (IEPs). These may be delivered both within and outside of the classroom.</li> <li>• Use of adapted resources e.g., Alpha Smart, iPads, Personal Work Stations</li> <li>• Shorter sessions with regular sensory or movement breaks</li> </ul>

	<ul style="list-style-type: none"> <li>• In a small number of cases your child may be working on a personalised curriculum, which will be specifically tailored to meet your child's needs</li> <li>• Adjusted timetable to allow opportunity for a wider curriculum outside of the classroom</li> <li>• School based Support Plans that are written with families to help meet the needs of more complex and challenging cases and are reviewed at least termly.</li> </ul>
<p>3d. How will the curriculum and classroom environment be adapted for your child?</p> 	<p>Adaptions may include:</p> <ul style="list-style-type: none"> <li>• Differentiated resources e.g., Accelerated Reading and Maths</li> <li>• A variety of teaching styles e.g., visual or practical</li> <li>• Appropriate choices of text and topics to suit your child e.g., High Interest, Low Ability reading books</li> <li>• Access arrangements for tests e.g., SATS</li> <li>• Quiet working spaces and use of Sensory Tables</li> <li>• Appropriate use of learning displays</li> <li>• Accessible resources e.g., use of ICT</li> <li>• In some circumstances a personalised and individual curriculum may be appropriate</li> <li>• Provision may also be made available outside of the child's normal classroom environment e.g., Forest School</li> </ul>

3e. What are the other types of support available for children with SEND in our school?



In addition to Quality First Teaching, support may include:

- Specialist groups run by outside agencies such as Speech and Language Therapist or Educational Psychologist e.g., Circle of Friends, Narrative Group, Fun-Fit, Physiotherapy, Language and Speech link
- Other support identified through EHCP plans
- Use of the Early Help Family Assessment Framework to coordinate and plan effectively to meet your child's needs
- Access to Specialist members of staff, such as Enhanced Autism Provision Champion, Emotional Literacy practitioner, School Counsellor, Family Support Worker and Early Help Support
- Adjusted curriculum and timetable to help meet individual needs.

3f. How is Two Moors Primary School accessible to children with SEND?



The school is accessible in a variety of ways, such as:

- Accessible car parking space
- The reception area is wheelchair accessible
- There are 2 disabled toilets (1 in each building)
- Shower area and changing facilities
- All classrooms are wheelchair accessible
- After school provision is accessible to all children
- Extracurricular activities are offered to all children, regardless of level of SEND need
- Provision of ICT equipment to ensure full access to the curriculum e.g., Sound Field system
- Quiet areas and calming zones are available as needed.

3g. How will the school support and develop your child's Social, Emotional & Mental Health?



Children may be supported in a number of ways including:

- All classes, from Nursery to Year 6 follow a structured PSHE curriculum. This will include Jigsaw and Purple MASH
- Emotional Literacy groups run in the afternoons for developing emotional resilience
- Lunchtime and playtime provision through planned activities either as intensive, focussed or small group support
- All staff undertake training in Mindfulness Techniques
- Access to a trained School Counsellor, Family Support Worker and Early Help Support, Art Psychotherapist, Pupil-led Mental Health Ambassadors
- Advice from external agencies e.g., CAMHS (Child and Adolescent Mental Health Services)
- Access to specialist assessment and planning tools to meet need, utilising a Boxall Profile Assessment approach.

4. Who are the people in school that you can talk to about SEND?



Your child's Class Teacher.  
The SENDCo - who is Mr Rob Boraston 01884 253006.  
The Headteacher - who is Mr Brendon Dutton 01884 253006  
The SEND Governor - who is Mrs Hayley Latchem 01884 253006

e-mail: [admin@twomoors.devon.sch.uk](mailto:admin@twomoors.devon.sch.uk)

5. What expertise and training do the staff at the school have to help them work with children with SEND, including how specialist expertise will be secured?



- Mr Rob Boraston (SENDCo) has successfully passed the National Award for SEND Coordination. He is also an Assistant Headteacher and a member of the School Leadership Team (SLT)
- The school provides training and support to enable all staff to improve the teaching and learning of all children
- This includes wider school or staff group training on SEND issues: e.g., Autism, Attention Deficit Disorder, Social Emotional Mental Health, Total Communication, PIPS, Widget, Colourful Semantics, Writing IEP SMART targets, Read Write Inc. phonics, Lego Therapy, Relational Practice
- Individual staff may receive specific training to meet the needs of pupils, especially if providing intensive, focussed or small group support: e.g., Hearing Impairment, Moving & Handling, Adrenaline Auto Injector Training.

6. How will the school make sure that the equipment and facilities to support children with SEND will be secured?



The school keeps a bank of SEND resources, such as ICT hardware and software, but is also able to secure specialist equipment from support services e.g., ICT and SpLD advisory service when appropriate.

7. What support do we have for you as a parent of a child with SEND?



As a school, we offer the following sources of support for parents:

- Your child's Class Teacher is available to discuss your child's progress or any concerns you may have in the first instance.
- The school SENDCo is also available to meet you if, after initially speaking to your child's Class Teacher, you still need some advice or support.
- Access to external professionals, such as Educational Psychologist or Speech Therapist can be arranged for you to discuss your child's particular needs
- A home-school communication book, or email communication if appropriate, may be used if it is agreed that it would be helpful to you
- Engaging in the School based Support Plan process to identify and meet needs in a structured manner.
- Devon Information Advice & Support for SEND 01392 383080  
[www.devonias.org.uk](http://www.devonias.org.uk)

8. How will we consult with children with SEND to make sure they are included in decisions about their education?



We always try to listen to and record the views of children through:

- Inclusion in the School based Support Plan process
- Teachers and support staff will check daily on individual needs
- School Council
- Annual Reviews e.g., EHCP
- Pupil Interviews
- Pupil Questionnaires
- Pupil Passports.



9. How can you let the school know that you are concerned about your child's progress in school?



If you are not happy with any aspect of school life, including SEND support, we would ask you to initially raise your concern with your child's Class Teacher or ask to speak to our SENDCo, Mr Boraston.

Alternatively, you may ask for a copy of the school's Complaints Procedures at the school office or follow the link on the school website.

10. Who are the other people providing services to children with SEND in our school?



The Governing Body of Two Moors Primary School involve the following external agencies to provide support, as necessary, to children with SEND:

- LA SEND Strategic Support Service
- LA Inclusion Team
- ICT Support and Advisory Service
- Educational Psychology
- SEMH (Social Emotional Mental Health) Support
- Sensory Support for children with Visual or Hearing Impairment
- DIAS (Devon Information Advice & Support for SEND)
- Children's Centre
- Communication & Interaction Team
- Integrated Children's Services
- Social Care
- Pupil Welfare Transition Team
- Referrals made to Early Help for specialist support within the home or for parents in particular.



Health Provision delivered in school:

- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health Services)
- Paediatricians
- Community Paediatric Nurses
- Psychotherapy Services.

11. Who can you contact for extra support outside of school?



You are very welcome to contact the following agencies outside of school:

- Devon Information Advice & Support for SEND 01392 383080  
[www.devonias.org.uk](http://www.devonias.org.uk)
- Citizens Advice Bureau
- 0 – 25 SEND Team 01392 383000

12. How will we support your child when they are joining our school? Leaving our school? Or moving to another class?



We know that transitions can be really difficult and especially so for children with SEND. We aim to make such transitions as smooth as possible by:

**If your child is joining us from another setting:**

- The SENDCo and Class Teacher will aim to visit the setting when appropriate, and attend EHCP Annual Review or Early Help Family Assessment Framework meetings prior to joining our school.
- Your child will be encouraged to visit our school and stay for a session or a story.
- Transition Books or Videos can be made to aid your child in becoming familiar with new members of staff and surroundings before they join us.
- External Agencies e.g., Visual Impairment Support Service, may visit our school to make recommendations for adjustments/adaptations to be made.
- Additional visits to our school can be arranged.

**If your child is moving to another school:**

- We will contact the new school's SENDCo to provide them with up-to-date information regarding your child's needs. This may involve a face-to-face or virtual planning meeting.
- Copies of your child's reports will be passed securely to the new setting.
- Transition Books can be made to aid your child in becoming familiar with new members of staff and surroundings before they leave our school.
- Meetings can be arranged where you can attend the new setting to meet the staff at the school and talk about your child's needs.
- Transition to Tiverton High School may also include the support of the Pupil Welfare Transition Team, as well as the opportunity to visit more frequently e.g., monthly transition sessions that SEND children can attend.



**When your child moves classes within school:**

- Information will be passed on to the new Class Teacher.
- The SENDCo, Assistant Head and the new Class Teacher will meet with the current Class Teacher for a planning meeting.
- The new Class Teacher will be invited to attend a review of any EHCP or School based Support Plans prior to moving classes.
- Transition Books or Videos can be made to aid your child in becoming familiar with new members of staff and surroundings before they move classes.
- Your child may be encouraged to visit their new class/Class Teacher more frequently in the preceding term.
- Additional adult support staff may also be involved in the transition process as appropriate.

13. What is the Local Authority Offer, and where can you find it?



The Children and Families Act (2014) requires all Local Authorities to publish, and keep under review, information about services they expect to be available for the children and young people with SEND aged 0 – 25. This is called the Local Offer.

This report is our contribution to the LA Local Offer.

For further information follow the link: [www.devon.gov.uk/send](http://www.devon.gov.uk/send)