



**Two Moors Primary School
Special Educational Needs & Disabilities (SEND)
Policy**

2025 - 2026

Context

The underlying principles for this policy were originally developed in consultation with parents/carers, staff and pupils of the school community in 2014. These have been since been reviewed by paying due regard to:

- SEND Code of Practice: 0 to 25 years (2015)
- Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act 2010

Governor responsible for SEND:	Hayley Latchem
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Headteacher:	Brendon Dutton
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Special Educational Needs and Disabilities Coordinator (SENDCo):	Rob Boraston
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SENDCo Qualifications:	BA Hons with QTS National Award for SEN Coordination 2014 Member of the School Senior Leadership Team
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This policy will be reviewed annually

Ratified by the Governing Body: 2/12/25
Next Review: December 2026

Other key school policies or plans relevant to the SEND policy	Child Protection and Safeguarding Policy Behaviour Policy, including Anti-Bullying Policy Supporting Pupils at School with Medical Conditions Policy Accessibility Plan Pupil Premium Plan Admissions Policy Complaints Procedures Health and Safety Policy Personal, Social, Health and Economic (PSHE) Education Relationships, Sex and Health Education (RSHE) Teacher's Standards 2012 Equality and Diversity Policy and Equality Objectives Data Protection Policy
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Special Educational Needs and Disabilities (SEND) Policy

This Policy seeks to promote the successful inclusion of pupils with Special Educational Needs and / or Disabilities at Two Moors Primary School.

Rationale

At Two Moors Primary School we value the individuality of all of our children and are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At Two Moors Primary School, we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Special Educational Needs (SEN):

- *'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 significantly 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 or mainstream post-16 institutions'**

Special Education Needs and Disability Code of Practice: 0-25 years (January 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

School Admissions:

No pupil will be refused admission to Two Moors Primary School on the basis of their Special Educational Need. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan is available upon request or from the school website.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

SEND Information Report (SIR) :

Schools have a duty to publish SEN information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the school's website. Further details on the SEND Information Report can be found in **Appendix 1**.

1. Aims and Objectives

We aim to ensure that pupils' individual Special Educational Needs and Disabilities are identified and that the provision made at Two Moors Primary School will enable these pupils to make good progress and achieve their potential, and be fully included in all aspects of the school's community.

Two Moors Primary School will have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils with SEND, and will ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The specific objectives of our SEND Policy are as follows:

- To identify students with Special Educational Needs and / or Disabilities as early as possible and to ensure that their needs are met by gathering information from parents/ carers, education, health and care services and, if appropriate, from Early Years settings prior to the child's entry into the school.
- To ensure the arrangements identified in Individual Healthcare Plans (IHPs) support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and the Headteacher. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development, including training, facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's services and all other agencies ensuring that:
 - learners express their views and are fully involved in decisions which affect their education;
 - parents/carers are informed of their child's special needs and we work with them to gain a better understanding of their child and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
 - there is cooperation and productive partnership with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;
 - the environment created meets the Special Educational Needs of each child, in order that they can achieve their learning potential and can be included in activities alongside their peers / pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, which are known as reasonable adjustments under the Equality Act 2010.

2. Areas of Special Educational Need

Under the SEND Code of Practice 2015, pupils identified as having a Special Educational Need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning:

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills, or understanding new concepts. These learning needs may be in addition to, or as a result of, other Special Educational Needs.

Children with a Specific Learning Difficulty (SpLD) will have difficulties related to one or more of the following: dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Learning Difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum as well as associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or a sensory impairment.

Cognition and Learning Needs include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD), and
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health (SEMH) Difficulties:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying Mental Health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Conduct Disorder or Attachment Disorder.

Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

At Two Moors Primary School, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration, where appropriate, of family and health colleagues which supports the child's needs.

Communication and Interaction Needs:

Children with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different, and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can all impact on how they relate to others.

Communication and Interaction Needs include:

- Speech, Language and Communication Needs (SLCN)
- Autism/Neurodivergence

Sensory and/or Physical Needs:

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many children with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a Physical Disability (PD) also require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or Physical Needs include:

- Visual Impairment (VI)
- Hearing Impairment (HI) – including Deaf / Hearing Impairment
- Multi-Sensory Impairment (MSI) - sometimes referred to as DeafBlind
- Physical Disability (PD)

3. A Graduated Response to Special Educational Needs and / or Disabilities

Early Concerns:

The progress made by all pupils is regularly monitored and reviewed by the school. Initially, any concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of any strategies or interventions that are used to support the pupil. This can then be reviewed in any further discussions if the concerns persist.

If concerns continue to be raised, the Class Teacher will work with the school's Special Educational Needs and / or Disabilities Coordinator (SENDCo) to assess if the pupil has a Special Educational Need and then agree the appropriate support. Details of assessment tools and materials used in Two Moors Primary School can be found in **Appendix 2**.

In some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or an Educational Psychologist (EP). This will always be discussed and agreed with the pupil's parents/carers.

When the school is considering whether a pupil has a Special Educational Need, one or more of the concerns below may be observed:

- *The pupil makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness;*
- *They show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- *They show persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies;*
- *They have sensory or physical problems and continue to make little or no progress, despite the provision of specialist equipment;*
- *They have communication and/or interaction difficulties and continue to make little or no progress, despite the provision of an appropriate differentiated curriculum;*
- *They have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;*
- *They have SEND or physical needs that require additional specialist equipment or regular advice, or visits, by a specialist service;*
- *They have a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND), the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is known as **SEN support**.

SEN Support:

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach – Assess, Plan, Do, Review.**

This an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. At Two Moors Primary School, the process for pupils with lower-level SEN Support will fit into the regular termly assessment and planning cycle for all pupils, known as *Pupil Progress Meetings (PPMs)*. Alongside this is the regular monitoring and review of Individual Learning Plans by Class Teachers in an ongoing cycle. For pupils with more complex needs, or for whom a more frequent cycle needs to be employed, further meeting dates will be set in addition to the regular, termly PPMs.

Assess

Assessment involves analysing the pupil's needs in their area of need. Evidence from the Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will also help inform the assessment of need. If they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan:

Planning involves consultation between the Class Teacher, SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on the pupil's progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At Two Moors Primary School, we call these documents School Based Plans

Do:

The Class Teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group work or one-to-one teaching away from the main Class Teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions and links with the classroom teaching. The SENDCo will monitor the progress of pupils with SEND and, where required, provide further support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the Class Teacher to implement further additional support and guidance, where required.

Review:

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents/carers. The Class Teacher, in conjunction with the SENDCo, will revise the support and the outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This review will be carried out in consultation with parents/carers and the pupil.

Further details of Devon's Graduated Approach can be found in **Appendix 3**.

4. Statutory Assessment of Education, Health and Care (EHC) Needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an EHC needs assessment will combine information from a variety of sources including: Parents and Carers, Teachers, SENDCo, Educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school in the School Based Plan and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website.

<https://www.devon.gov.uk/children-families-education/send-local-offer/education-health-and-care-plans/>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to cooperate. Therefore, Two Moors Primary School will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process.

For further SEND information, parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send

As required in the SEND Code of Practice (2015), Devon has an independent support body for parents and their website address is:

<https://www.devonias.org.uk/>

5. SEND Funding

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The High Needs Block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top-up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/supportforschools/finance/additional-educational-needs>

At Two Moors Primary School, we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by Governors and through the use of the Devon SEND Funding Evaluation Tool.

Personal Budgets:

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently undergoing a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

At Two Moors Primary School, parents/carers who would like to enquire further about using the Personal Budget should speak, in the first instance, to the SENDCo.

6. Responsible Persons

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENDCo and all members of staff have important role and responsibility to support pupils with SEND.

The Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs;
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- Designate a teacher to be responsible for coordinating SEND provision – the SEND Coordinator, or SENDCo. This person must be a qualified teacher and must hold the National Award for SEN Coordination (if appointed after 2008);
- Inform parents/carers when they are making special educational provision for a child;
- Prepare and publish an annual SEND Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their Accessibility Plan showing how they plan to improve access progressively over time.

The Headteacher:

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for educational needs;
- Keeping the Governing Body informed of all developments with regard to SEND;
- Informing parents of the fact that SEND provision has been made for their child.

The SENDCo:

The role of the SENDCo involves:

- Overseeing provision for children with Special Educational Needs and / or Disabilities (SEND);
- Coordinating and evaluating provision, including interventions, for children with SEND;
- Liaising with, supporting, advising and training teachers whenever necessary;
- Interpreting legal requirements for staff, parents and Governors;
- Overseeing the records of all children with SEND and ensuring that these are kept up-to-date;
- Liaising with parents/carers of children with SEND;
- Organising and delivering in-service training in order to meet the needs of staff;

- Liaising with external agencies, including the LA's support and Educational Psychology services, Health and Social Services and voluntary bodies;
- Overseeing Assess, Plan, Do, Review (APDR) process for all pupils with SEND.

At Two Moors Primary School, parents/carers of a child with a detailed School Based Plan, but still being supported at SEND Support, will have the opportunity to formally meet with the SENDCo on a regular basis, at least 3 times a year. The SENDCo is also happy to meet with parents/carers, without prior arrangement, whenever possible.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- Class Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils.
- All Class Teachers are teachers of SEND and are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs, in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the Class Teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching Assistants will liaise with the Class Teacher and SENDCo on planning for learning, on the pupil's response and on the progress being made so that support staff can contribute effectively to the Graduated Response - Assess, Plan, Do, Review.

7. Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At Two Moors Primary School we will always endeavor to ascertain pupils' views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching Staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

8a. Children with Medical Needs

Two Moors Primary School recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and Physical Education. Some pupils with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Further details on the arrangements that are in place to support pupils with medical conditions, please contact the SENDCo. Details can also be found by accessing the school's Supporting Pupils at School with Medical Conditions Policy, a copy of which is available from the school office.

Accessibility:

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Equality and Diversity Policy, please contact the SENDCo. Details can also be found by accessing the school website.

8b. Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. There is a requirement for schools to have both an appointed member of staff, a Designated Teacher for Children in Care, and a Governor for Looked after Children. The SENDCo should liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

At Two Moors Primary School, the current SENDCo is also the Designated Teacher for Children in Care.

9. Working in Partnership with Parents and Carers

Two Moors Primary School will actively seek the involvement of all parents/carers in the education of their children. It is recognised that this is particularly important with pupils who have Special Educational Needs and/or Disabilities, as the support and encouragement of parents/carers is often the crucial factor in achieving success.

Parents/carers will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the SEN Code of Practice. Communications between the home and the school will be consistently maintained. For example, through parent/carer meetings, emails, phone calls or Home-School books. Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are also encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS), which is able to provide impartial and independent advice, support and information on Special Educational Needs and Disabilities.

<https://www.devonias.org.uk/>

10. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Education Needs and/or Disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. At Two Moors Primary School, regular liaison is maintained with a wide range of external agencies, including:

Local Authority SEN Advisory Teams*

- Educational Psychology Services
- Social, Emotional & Mental Health Team
- Communication & Interaction Team
- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team

** soon to be replaced with Locality Inclusion Teams*

Children's Social Care

Speech & Language Therapy

CAMHS

Occupational Health

Physiotherapy

LA Attendance Improvement Officer (AIO)

Devon Virtual School (for children in care and those previously looked after in Devon)

11. Transition

A change of school, class and staff can be an exciting, yet an anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way, to provide continuity of high-quality provision and reassurance to pupils and families.

12. Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Procedures, which can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with Special Education Needs and/or Disabilities or the school's SEND provision should be dealt with, in the first instance, by the Class Teacher or the SENDCo. If a parent/carer does not feel an issue has been resolved effectively please speak the Headteacher. For further details, please refer to the Complaints Procedures, as listed above.

13. Training and Resources

Two Moors Primary School understands the need for and value of staff development. Training needs of colleagues are identified through a variety of sources. For example, this may include appraisal processes, staff questionnaires, feedback from Continuing Professional Development (CPD) sessions and staff meetings.

SEND training is embedded in the overall planning for school development. Resources and time are allocated to school colleagues, which ensures they are up-to-date with SEND procedures, strategies and knowledge.

The SENDCo regularly attends Local Authority SENCo Network meetings in order to keep up-to-date with local and national updates in SEND.

14. General Data Protection Regulation (GDPR) 2018

Two Moors Primary School collects, uses and stores information about our pupils and their parents/carers and also may receive information from a pupil's previous school.

This information helps us:

- Support pupils in their teaching and learning
- Follow and report on pupils' progress
- Provide the right care and support for pupils and their families
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; Special Educational Needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously. We will not give information about pupils or their parents / carers to anyone outside the school without consent, unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and to the Department for Education (DfE).

For more information about how the Local Authority stores this data, please visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to Two Moors Primary School's Privacy Notices on our school website. Copies may also be obtained from the school office.

Appendix 1:

Two Moors Primary School SEND Information Report (SIR)

The school's SEND Information Report may be accessed from the school website, details below. A copy may be also obtained from the school office.

<https://twomoors.devon.sch.uk>

Appendix 2:

Assessment tools and materials used in Two Moors Primary School

These may include the following:

- Foundation Stage Profile
- SATs and Optional SATs results
- Year 1 Phonics Screening Check
- RWI / Oxford Owl Phonics and Spelling checks
- Year 4 Multiplication Check
- White Rose Mathematics Assessments
- Accelerated Reader Test Scores
- Detailed records of work / Workbook Scrutiny
- Results of standardised and diagnostic tests
- Behaviour Charts
- Skills Assessments
- Observations made by Class Teacher / Teaching Assistant / other members of staff
- Pupil Voice - comments / opinions on progress (where appropriate)
- Devon Ordinarily Available Inclusive Provision (OAIP) Targeted Support Framework / Needs Indicator Tool
- Partnership for Inclusion of Neurodiversity in Schools (PINS)

Appendix 3:
Devon Graduated Approach to SEN Support
- Devon County Council 2025

Ordinarily Available Targeted Support

The graduated approach to SEN support



What is the Graduated Approach?

The graduated approach involves a four-step cycle of **assess, plan, do, review**. This process starts at the whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children, making adaptations where needed. These small changes and adaptations should be informed by the schools' ordinarily available inclusive provision offer.

Once a special educational need has been identified, the graduated approach should become increasingly personalised, with more frequent review.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should 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. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'

SEND Code of Practice 6.44

The graduated approach should not be considered a single, linear event but a continual cycle of assessment and planning. Individualised assessments will support a growing understanding of the child and young person's strengths as well as their barriers to learning, and this will inform the provision and support put in place. This may lead to a greater level of support or adaptation, and may result in a greater number of professionals involved, alongside the child or young person and their family. Regular reflection on the impact of any provision and support will ensure that the most effective approaches are used to meet the child or young person's needs.

Principles of the Graduated Approach

Assess, Plan, Do, Review

The graduated approach involves an ongoing cycle of **assess, plan, do, review** to ensure that the support provided is effective and tailored to meet individual need.

Assess

- Identify the child or young person's strengths and needs.
- Use various approaches to clearly identify barriers to learning including teacher and diagnostic assessment, observations, discussions with key staff, behaviour, attendance data.
- Importantly, ensure the views of the child or young person and their family are listened to and used to inform any next steps

Plan

- Consider what provision is required to meet the identified needs. Ensure this is carefully planned and delivered through purposeful and intentional strategies and approaches. Use the targeted support framework to support with this.
- Involve the parent carer and child or young person in the planning stage, alongside the class teacher or key adult and any external agencies that are involved.
- Set clear outcomes and provision to support the identified needs/barriers.

Do

- Implement the agreed plan.
- The class or subject teacher should remain responsible for working with the child or young person on a daily basis. (SEND Code of Practice 6.52).
- All staff supporting the child or young person should regularly monitor the impact of any support or intervention.

Review

- Review the child or young person's progress towards the agreed outcomes. This should involve class teachers, support staff, parent carers and the child or young person.
- Evaluate the impact that the provision has had on the child or young person. What has worked? What hasn't worked? What else is needed?
- Determine if any adjustments are required. Carry out further assessment if necessary and plan the next steps of support.

Person-centred Approach

The child or young person should remain at the centre of any assessment or planning process and they should be involved in any decisions that are made about them.

Schools and settings must ensure that they seek the child or young person's views and use these to inform the assess, plan, do, review cycle. The child or young person should be involved in setting their outcomes and planning the provision and strategies that will be used to support them. They should also be involved reviewing the impact of this support, and contribute to decisions that are made about next steps.

See the [working in partnership with children and young people](#) section of the Ordinarily Inclusive Education Framework for some ideas on involving the child or young person.

Person centred planning aims to put children and young people at the centre of planning and decisions that affect them. When children are meaningfully involved, this can change their attitude, behaviour and learning and make them active partners who work with adults to bring about change.

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Working in Partnership with Families

Parent / Carers should be involved throughout the assess, plan, do, review cycle. Parents / Carers often know their child the best, so their views should be listened to and valued when planning, implementing or reviewing any additional support.

Regular discussions with the family will support the assess, plan, do, review cycle and inform any next steps or decision regarding provision, additional support or outside agency involvement. It is important that the views of the family are listened to, and they are made to feel equal partners in their child's education.

See the [working with parent carers](#) section of the Ordinarily Inclusive Education Framework for some ideas on involving families in discussions and decisions.

Working with External Agencies

In some cases, it may be important for the setting to engage with external agencies such as SEN or inclusion support teams, Educational Psychologists (EPs) or health professionals to help inform assessment of need. Professional input should only be sought with parental consent.

External agencies can provide additional advice to support with the most appropriate provision or intervention for an individual and may support with evaluating and reviewing progress and identifying next steps. It's important any external advice is shared with both the family and key staff who need to know, so that the advice can be implemented and used to inform provision.