SIDBURY CofE PRIMARY SCHOOL

SEND Information Report 2026-27

Parent/carer questions	*Key information*	*Links to SEND Code of Practice (2015)*
School Policy and procedure		
What kinds of SEND do pupils in the school have?	Sidbury C of E Primary School is a mainstream inclusive school and aims to meet the needs of all pupils who attend. Pupils at the school are aged 4-11 spanning across one class per year group from Reception to Year 6. The school has children from several different nurseries and pre-school providers. Mrs Emily Churchill is our Special Educational Needs and Disability Co-ordinator who has built strong links with many other agencies including Educational Psychologists, Occupational Therapists, Dyslexia Specialists, Speech and Language Therapists and Local Special Schools. The school supports children with a range of Special Educational Needs including Social and Emotional, Communication and Interaction, Cognition and Learning and Physical and Sensory.	**SEND Policy** http://www.sidbury.devon.sch.uk/SEND/
How do you know if a pupil needs extra help?	Teachers assess the children's learning throughout the year through ongoing observations and more formative assessment tools as well as termly Pupil Progress Meetings. If a teacher has a concern, then they will speak to parents and strategies will be put in place to support the child. These strategies may include visual timetable, extra reminders, resources such as a pencil grip or wobble cushion and regular check ins.	

	If a child continues to need further support and is identified as having additional needs then discussions happen between the teacher, SENDCo and parents to ensure that the right interventions are put into place and a child could be place on the SEND register. These interventions are documented on an Individual Educational Plan (IEP), outcomes set and worked on through a 10 week cycle each term. These are shared with parents at the beginning of each term and reviewed at the end of the term sharing the progress with parents. To support these outcomes more diagnostic assessments might be carried out by the SENDCo including those to support with maths and literacy. We also use assessment tools to support with Speech and Language and Phonics.	
Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	We use the Devon Graduated Response Tool to ensure there is high quality universal provision for all which is regularly monitored. Teachers plan and deliver high quality first teaching which is differentiated to suit the children's ability and adults work to support groups daily especially in English and Maths. Interventions are put in place to support SEND children's needs and additional resources are purchased where necessary. Staff work hard to try and narrow the gap in attainment and progress with the aim to make the children work more in line with age related expectation.	
How will the curriculum be matched to my child's needs?	The Devon Graduated Response Tool is one tool used to support teachers with initial concerns and to ensure that the right provision is in place to meet the needs of a child. Discussions are held between the class teacher/SENDCo and parents where necessary. A child is identified as having Special Educational Needs or Disabilities (SEND) if they have needs which are: • A significantly greater difficulty in learning than the majority of others of the same age, or	

Is there any additional support available to help children with SEND?	• 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. (SEND Code of Practice 2015) We follow the 'Assess, Plan, Do, Review' model and run interventions on a 10-week cycle throughout each term. These interventions are planned carefully taking account of the child's needs and any outside agency recommendations and are monitored throughout the term. For children who need further support and have ongoing long term needs an Education, Health and Care Plan can be applied for.	
How will the school know how well my child is doing?	All children who are identified with SEND have an Individual Education Plan (IEP) which details their current attainment, provision in place, interventions they are receiving and current outcomes which they are working on. These are shared with parents each term and outcomes are reviewed to share the progress that the child is making. From these discussions, it might be appropriate for further referrals to be made. Other assessment tools we use to track progress are: • Phonic assessments • Speech and Language Link assessments • Maths assessment • Nessy • Book monitoring • Pupil conferencing	
How will I know my child is making progress? How do you check on this?	Children's progress is constantly monitored throughout the year by the class teachers and discussed at termly Pupil Progress Meetings alongside the head teacher and SENDCo. Children's IEPs are reviewed each term and new outcomes set. These are shared with parents every term. The SENDCo will then analyse how well the children have achieved their outcomes to ensure that the	

	outcomes have been set appropriately and that these have been effective. As well as the termly IEP meetings with parents, any child with an EHCP in place will also have Annual Review meetings and if necessary an Interim Review can be booked at any time.	
How will my child be included in activities outside the classroom, including school trips?	All children are included in all areas of the curriculum including trips and activities outside of the classroom. At times, adaptions may need to be made to ensure it suits the child's needs, but these will be shared with parents with the support of outside agencies, where necessary.	
How will you support my child's overall well-being?	Children are taught PSHE through standalone sessions as well as woven throughout the curriculum. We also teach RSE as per the Government Guidance as well as learning about internet safety, PANTS from the NSPCC website and access to staff as required. The school have 3 Safeguarding Officers: Ben Dawe(head teacher), Emily Churchill (SENDCo) and Sam Andrews (SLT). All children across the school can take on responsibilities and leadership roles including: • Sports Leaders • Mental Health Leaders • Classroom responsibilities • School Council representatives • School Ethos team • House Captains Sidbury CofE Primary School is an inclusive school. We work closely with our Devon Inclusion Partner and other outside agencies to ensure that child thrive and have a positive time in school. This also includes ensuring we have listened to Pupils Voice.	Ventrus Administration of Medicines Policy: Sidbury CE Primary School - Policies

	We use Relational Support Plans for certain children where necessary which wholly focuses on staff and child relationship and the importance of this. This has evolved from our work using Thrive in previous years. All staff use the techniques of: attuning, validating and regulating. We also drew on the research from Dan Hughes of Playfulness Acceptance Curiosity Empathy as foundations of how to build relationships and communicate with children We also work collaboratively with parents and multi-agencies through the Early Help Assessment Plan and support the whole family. Through this process we can apply for additional funding which might support children with more therapeutic interventions such as Play Therapy.	

Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	All parents are invited to parents evening twice yearly to discuss their child's progress with their class teacher. All parents of children with SEND are invited in termly to meet with the class teacher and SENDCo for their child's IEP to be shared with them, to review last terms IEP, the provision in place and outcomes that have been set. This meeting is also a chance to discuss strategies and resources that parents can do to support their child at home. If a child has an EHCP then parents will be invited to an Annual Review meeting which might also involve different agencies. If the family has an Early Help Plan in place, then the SENDCo and PSA will meet half termly to review the Plan.	

	A parent or staff member could request a meeting at anytime throughout the year to raise any concerns or discuss pupil progress at a mutually convenient time.	
How will my child be able to share their views?	Teachers and children will have regular conversations about their learning and pupil conferencing throughout the year. Children will also be invited to share their views when referrals are made or as part of the EHCP process or Annual Reviews.	
How will you support my child when he/she joins your school or moves class or transfers to a new school?	Prior to a child starting school with us, the class teacher and/or SENDCo will be in contact with previous settings and any relevant information shared. A transition meeting is also arranged between home and the school. In some cases, transitional days might be put in place. When children change classes, the children spend a day in their new class with their new class teacher. Transition books are sent home for certain children which shares photographs and information which can be discussed at home. If a child moves to a new setting, then the class teacher and/or SENDCo will speak to the new setting and complete any paperwork as necessary. During the Year 5 Annual EHCP Review, the focus is on transition to secondary school and ensuring that the most appropriate setting is documented. The SENDCo can support parents at viewing any new settings and liaising with outside agencies where appropriate. Any SEND information is shared with new settings either through posting documents or our electronic system of CPOMS which is an online system where documents and meeting notes are saved.	
Staff skills and wider support		
What skills do the staff have to meet my child's needs?	We regularly look at the skills that staff have and if further CPD is needed. When allocating staff to classes the SENDCo and the Head Teacher think carefully about the children's needs and allocate staff accordingly.	

What specialist services are available at or accessed by the school?	Our staff engage in CPD through: • Staff meetings • Twilight sessions with a key focus • TA training sessions - inhouse/outside agencies • Outside agencies such as school nurse, Communication & Interaction Team, School nurse • Professional dialogues including Professional Consultations with Educational Psychologist • Teacher training sessions – inhouse/outside agencies • Online training with a key focus We prepare new children and their families to start at school by: • Having transition meetings with pre-schools • Having transition meetings with parents • Having transition meetings with outside agencies • Attending TAF meetings • Sharing documentation between home, pre-schools and school • Arranging taster days • Having a phrased entry to school in conjunction with outside agencies where appropriate • Liaising with 0-25 SEND Team We have trained staff in the following areas: • Thrive/Boxall trained practitioners • Attachment Based Mentoring • TA's trained from the Speech and Language team • DELP • Mental Health Ambassadors • Fun Fit and High 5 intervention • Attachment and Trauma	

	• Relational Support Plans • Lego Therapy As a school we make referrals and liaise with the following agencies: • Educational Psychologist (independent and Babcock) • Communication and Interaction Team • Speech and Language Therapists • Occupational Therapists • Children and Adult's Mental Health Service (CAMHS) • Family Support Workers • School nurse • Bladder & Bowel • Children Centre • Physiotherapists • Early Years Consultants • Nursery Plus The following professionals offer support: • School Nurse • Speech and Language Therapists • Occupational Therapists • Physiotherapists • Communication and Interaction Team • Social, Emotional and Mental Health Team	
What happens if my child needs specialist equipment?	If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school. The school has a lift which can be used to support children in a wheelchair, and we have disabled changing facilities with a changing bed.	

How accessible is the school and how does it arrange the facilities children need?	For further information please refer to the School's Accessibility Plan on the school's website.	
How will my child manage tests and exams?	Class teachers, SENDCo and Head Teacher can have discussions with children and parents regarding access requirements for tests and exams. Some arrangements that can be put into place are: • Additional time • Scribes • Movement breaks	

Accessing advice and support		
What should I do if I think my child may have a special educational need or disability?	If you have concerns about your child's progress, you should speak to your child's class teacher initially and an appointment can be made via the school office: School telephone number: 01395 597279 School email address: sidbury@thsp.org.uk If you continue to be concerned that your child is not making progress, you may speak to the SENDCo so a meeting can be arranged, and a plan of action can be put into place: SENDCo: Mrs Emily Churchill Via the school office The school's SEND Governor is: Rob Mitchell Sidbury@thsp.org.uk **Please note:** The SEND Governor works with the SENDCo to discuss, and review SEND provision and support in school. The SEND Governor does not deal with issues related to individual children. If you have any queries or concerns regarding your child's needs, please speak to your child's class teacher or the SENDCo.	
What do I do if I'm not happy or if I want to complain?	If you have any queries or concerns regarding to your child, or how the school has managed supporting your child, please first contact the class teacher, SENDCo or Head Teacher. If you feel your concerns are still ongoing then please refer to the schools Complaints Policy.	Please see School Complaints Policy under School Policies: http://www.sidbury.devon.sch.uk/Policies/

Where can I get information, advice and support?	The SENDCo will be able to support parents further by signposting them to relevant services. The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: https://devonias.org.uk/	
Where can I find out about other services that might be available for our family and my child?	The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The support provided by Devon Local Authority for children with SEN and disabilities can be found at https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer	