# TIPTON ST JOHN CHURCH OF ENGLAND PRIMARY SCHOOL

# SEND INFORMATION REPORT 2026 - 2027

| | |
|---|---|
| **SENDCo** | Mrs Rachel Hanna |
| **Lead Governor for Inclusion** | Mrs Claire Goad |

## What kinds of special educational needs does Tipton St John C of E Primary make provision for?

Tipton St John C of E Primary is a Voluntary Aided Church School. We value the individuality of all our children in a Christian atmosphere. We are committed to giving all children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:
'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if they:
(a) have a significantly greater difficulty in learning than the majority of others of the same age: or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

If a pupil is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Under the SEND Code of Practice 2014, children 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. 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 dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and 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 sensory impairment.

Cognition and Learning needs include:

Specific learning difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia.

- Specific learning difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia.
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

**Social, Emotional and Mental Health 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 or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

*Social, Emotional and Mental Health Difficulties also include:*

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

***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. Sometimes SLCN resolve themselves following intervention however, for some children may be diagnosed with Developmental Language Disorder (DLD). This is when a child has lifelong difficulties in being able to use and understand language.

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 the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Developmental Language Disorder (DLD)
- Autism Spectrum Disorder (ASD)

***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) 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 and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)

# How would Tipton St John C of E Primary identify and assess my child's special educational needs?

## How will they ensure the correct support is made available?

We have a clear graduated approach to meeting pupils' needs. Through the school we track the progress of children to ensure that teaching and interventions are effective for each individual. Teacher observation, parental reflections, assessment through School Pupil Progress Meetings and any specific in class assessment will be used to trigger raising a concern.

We aim for/to:

- Pupils with learning difficulties able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND educated in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- Well matched levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- Identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and pupils to be fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- Meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- Maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

Support may range from targeted support in the classroom through additional adult / peer support; personalised learning resources and / or differentiated tasks through to in-house intervention lessons for reading, spelling or maths. If progress is slow, we will enlist support from outside agencies such as our Educational Psychologist; Speech and Language Therapist; Devon Inclusion Partner; and a variety of other local support services.

We have an excellent relationship with all local services with whom we work closely, and we also work closely with other schools to enable us to share good practice and expertise. We also have access to services universally provided by Devon County Council, which are described on the Local Offer website – https://www.devon.gov.uk/education-and-families/send-local-offer/

We recognise that children make progress at different rates and not always in a steady linear pattern. Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinators (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available.

If a pupil is identified as having SEND then their name will be added to the SEND register, but we recognise that pupils' needs may change over time and provision must reflect this. Our SEND register is based on our children's needs and therefore the register is reviewed regularly. If you think your child may have SEND your main point of contact at school should always be your child's class teacher/s. You can start by contacting the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, or the SENDCo, then the class teacher will be able to help you arrange this.

Children on the SEND Register will have either a SEND Learning Plan or a Pupil Passport.

A SEND Learning Plan identifies the outcomes, provision and strategies needed to support a child's learning and development. These plans are developed in partnership with the child, parents/carers, school staff and any relevant external professionals and are reviewed regularly through the Assess, Plan, Do, Review cycle.

Some children with more complex or lifelong needs may instead have a Pupil Passport (being introduced in 2026/27). This document captures the child's strengths, interests, aspirations and personalised strategies that support them to access learning and participate fully in school life. Pupil Passports are reviewed regularly and amended as needs develop over time.
We believe that a child-friendly format is important so that children understand their needs, can contribute their views and develop increasing independence in managing their learning.

SEND Learning Plans and Pupil Passports are reviewed at least termly and may be reviewed sooner if a child makes significant progress, if new needs are identified, or following advice from external professionals. If there is concern that your child needs more detailed support with involvement from multiple outside agencies, and particularly if extra funding is needed to support them, a Team Around the Family (TAF) meeting will be arranged at school. This meeting is designed to gather more information and look at each specific area of support needed to ensure all that can be done is done to support your child. Relevant outside agencies will be invited and parents and children will give their views. Targets and actions will be agreed and these will be reviewed at termly TAF meetings.

Should your child have complex needs that require more support an Education Health and Care Plan (EHCP) will be requested from the Local Authority.

All information is shared between multiple agencies with parents' consent.

The statement or EHCP will be reviewed annually with parents and any relevant outside agencies, in line with the Devon County Guidelines.

**How does the school evaluate the effectiveness of provision for pupils with special educational needs?**

We have a robust system of reviewing our provision each term: Teachers meet with the Head of School and SENDCo to review progress towards Learning Plans / EHCP targets, to discuss individual pupil achievement and progress data.
A SEND Audit is completed regularly to improve the quality of provision for all children. This identifies training needs for staff and next steps for improving our provision at Tipton St John School.

In 2026/27 we continue to be committed to ensuring that all children, including those with SEND, make strong progress and feel that they belong, achieve and flourish within our schools. As a federation, our priorities include further embedding our Inclusion Strategy, ensuring that assessments effectively meet the needs of all learners, strengthening adaptive teaching and Ordinarily Available Inclusive Provision (OAIP), and supporting staff in the effective deployment of Teaching Assistants to promote independence, resilience, stretch and challenge.

We are continuing to develop inclusive classroom practice through regular monitoring, pupil progress meetings, staff training and the evaluation of interventions. We are also focusing on early identification of need, gathering pupil voice, ensuring learning is appropriately scaffolded, and reviewing the impact of our social, emotional and mental health provision, including the Zones of Regulation approach. These priorities support our commitment to providing an inclusive education where support increases when barriers arise rather than expectations decrease.

The Lead Governor for Inclusion meets with the Head of School and SENDCo at the start of every term to scrutinise the provision for SEND and progress and report back to the Full Governing Board.

## How will I know how well my child is doing at school?

## How are parents involved in the school?

We offer an open-door policy where parents/carers are welcome any time to come and discuss their child's progress with the class teacher. If parents/carers feel they would like a more detailed discussion about their child they are welcome to make an appointment to meet with the class teacher and discuss how their child is progressing. Monitoring progress is an integral part of our teaching and leadership. Parents/carers, pupils and staff are involved in reviewing the impact of teaching and learning for learners with SEND.

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated and monitored by teachers, head of school, Executive Head and governors. Data is also monitored by the Local Authority and Ofsted.

Planned arrangements for communicating between school and home include:

- Some pupils have a home/school communication book, which travels between home and school every day so that comments from parents/carers and teachers or LSAs can be shared and responded to as needed.
- Three formal parents' evenings each year, when all teachers are available to meet with parents/carers and discuss progress and learning.
- Parents will receive an interim report and a full report once a year.
- We hold regular meetings for your child these can include a Team around the Family [TAF] meeting, a phone call from the SENDCo, Head of School or Class teacher. We have an open door policy and additional meetings can be organised if required.
- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents/carers, teachers and outside agencies involved in the student's education. Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year.
- We keep parents/carers up to date with training opportunities and information sessions in our weekly Parent Bulletin which is sent home via email every Friday.

There are many other ways in which you can be involved in school life:

- Supporting your child with homework.
- Knowing your child's targets and helping them to achieve them.
- Visiting school to view your child's books or talk with the class teacher – open invitation!
- Volunteering to help on school visits or with activities in school.
- Supporting the PTA with fund raising events.

## How will the staff adapt lessons and the curriculum to support my child?

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and independent as possible in an environment that promotes positive learning experiences. There is an expectation in all subjects that ALL children will meet the expected standard of achievement. This is a teacher's starting point when they plan. If your child has needs which make this difficult, then the teacher will account for this in their planning and deploy a range of strategies to support your child. For example, your child may receive additional adult support or additional lesson time to underpin or support their specific needs so they can access every learning opportunity.

They may be given different resources to help them. All staff are trained to consider the specific needs of each

individual and to enhance their access to the national curriculum and all learning opportunities. All classrooms provide Ordinarily Available Inclusive Provision (OAIP), ensuring adaptations and inclusive strategies are routinely available to support all learners.

School staff are supported by the SENDCo; Speech and Language Therapists; Play Therapist; Educational Psychologists; School and Community Nurses; Devon Inclusion Partner; Health Team; Hearing and Vision Impaired Advisors, Occupational Therapists, Targeted Family Support, Social Services, CAMHS – Child and Adolescent Mental Health Services, and specialist teacher advisors (Maths and English) where and when appropriate.

We are committed to increasing the extent to which disabled pupils can participate in the school's curriculum and improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school.
For example, we have increased the use of visibility strips around the school grounds to support children with visual impairments, and we adjust reading materials to make them accessible. We use microphones regularly in assemblies to support children with hearing impairments.

## How will my child be included in activities outside the school curriculum including trips?

All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We are committed to making reasonable adjustments to ensure participation for all, and will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All staff have had training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:
"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability (Discrimination Act 1995)

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEND and disability legislation.

## What support is there for my child's overall wellbeing?

We have a robust safeguarding policy and protocol in place. Medical needs are managed with support from specifically trained external staff and all staff regularly undergo training e.g. in the use of epi-pens.

Within school we have staff trained in emotional development, which is undertaken as a whole class within PSHE and on an individual basis if necessary; this includes daily support for every child's emotional understanding through a Thrive-type program and can include play therapy, lego therapy and provision for break times and lunchtimes to make these times accessible and enjoyable for all children.

If your child is identified as needing a 1:1 program of support / relational support plan, you will be informed, and be asked to give consent.

We also work closely with CAMHS (Child and Adolescent Mental Health Services) if your child needs a further level of support and we will refer a family for an Early Help Assessment should the level of need require the support of other professional organisations.

For children who are young carers – with family members who have care needs affecting their lives – support can be obtained from Devon Young Carers.

The school can refer to Balloons (bereavement charity).

## What training is provided for staff supporting children and young people with SEND?

Ongoing professional development is key to ensuring staff remain updated and skilled. All of our teachers are fully qualified, and all staff are involved in ongoing training and support from the SENDCo and external agencies to ensure specific needs are met. In 2022 all teaching staff have been training in passive intervention and positive strategies for managing challenging behaviours.

Mrs Rachel Hanna holds the National Award for SEN Coordination (NASENCO) qualification and a Master of Arts (MA) degree in Inclusive Leadership Education, alongside a wide range of additional specialist training focused on identifying and supporting children and young people with SEND. If the need arises, Mrs Hanna is available to observe your child's learning and offer advice on appropriate strategies and provision. She leads on monitoring SEND across the school, coordinating provision, supporting staff, and liaising with external agencies to secure the best possible outcomes for children and young people with SEND alongside the rest of the senior management team.

## How accessible is Tipton C of E Primary School?

Our school is built on a split site with an intervening road. The site is at many levels with many steps. There is one classroom that has wheelchair access.

For children with hearing impairments, we have Sound field facilities available in two of our four classrooms.

Tipton St John Primary School has an up-to-date accessibility plan.

## What do I do if I have a concern about the school provision?

In the first instance we encourage you to contact your child's class teacher.

If your concern is specifically SEND-based please do contact the SENDCo Rachel Hanna in her absence please direct your enquires to Pete Button, Head of School.

If you still have concerns, then please contact the Executive Headteacher Mrs Amanda Fulford. In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Mrs Sarah Walls.

If school staff have been unable to resolve your concerns, please refer to the school's complaint policy which can be found at Policies « Otter Valley Federation

## How do you prepare my child for joining your school or transferring to another school?

Transition is a part of life for all learners, and planning for transition is a part of our provision for all learners. Some children may need enhanced support during the transition of classes, and the class teachers and SENDCo can be used to facilitate this where necessary.

During transition to and from other schools/pre-school a planning meeting will be held to discuss each child's needs and ensure for a planned and supported transition. Assessment and progress data, attendance and behaviour information, and information about friendship groups is collected and shared at the planning meeting.

We will liaise with the receiving school and follow their transition process. We will enhance this with social stories, 'picture my class' books and extra visits if necessary.

We operate a buddy system and a specific adult to support your child's transition into Tipton St John C of E Primary School

and will liaise with you about their needs, whilst waiting for information from their previous school.

## Where can I get more information about services for my child?

In order to ensure that our parents and carers are fully informed about what is available for children with SEND, we have provided links to some websites, including the DEVON LOCAL OFFER website which we strongly recommend that you access and which we hope you will find helpful:

Devon Local Offer Website: https://new.devon.gov.uk/send

Devon Information Advice and Support (DIAS): https://devonias.org.uk/ DIAS have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential.

They can help you to:

- Understand more about SEND support
- Develop good relationships with professionals
- Prepare well for meetings
- Express yours and your child's views
- Understand the paperwork

Further information for parents can be found at the Devon Family Hub website, which signposts services available to parents. https://www.devonscp.org.uk/devon-family-hubs/

Other useful sources of information can be found on the Devon County Council website at:
The Devon Children and Families Partnership (DCFP)

The SEND local offer gives comprehensive details about all the support and services available to support children and young people (0-25) in Devon
Devon's SEND Local Offer - help and support for children with SEND

The information in this report forms a part of Devon's Local Offer which can be accessed at
About the SEND Local Offer - Find out about support for SEND in Devon