

Special Educational Needs and
Disability
Information Report

Starcross Primary and Pre-School

Updated September 2023

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Introduction

This report has been produced as part of the Devon local offer www.devon.gov.uk/send for learners with Special Educational Needs and Disabilities (SEND). It is a legal requirement for this information to be published on the website in line with the new Children and Families Act.

Starcross Primary School is a mainstream primary school. We believe that all children should be able to participate and engage fully in their learning within the inclusive curriculum and culture of the school. We strive to nurture confidence, self-belief in their own abilities, to 'have a go', to enjoy their learning and time in school.

At Starcross we are a committed team working together to enable & support the children to develop and achieve in their learning. The children's progress is monitored and the staff do, have opportunities for continued professional development in many areas.

At Starcross the Special Educational Needs coordinator (SENDCo) is Mrs T Vanderford - 01626 890454

Email: tvanderford@starcross-primary.devon.sch.uk

The SEND governor is Martin Veasey.

There are policies to read in conjunction with the SEND information report:

SEND policy

Child Protection and Safeguarding

Accessibility Plan

Relationships, Behaviour and Exclusions Policy

Equality Policy

Links to these policies can be found on the school website (Please note policies are updated according to each of their particular requirements therefore, there may be times when they are not visible on the website, but please ask the office for a copy should you wish to see a named policy.

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What is SEND?

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 learner 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.

There are four main areas of Special Educational Needs and Disabilities (SEND) as set down by the department for Education.

As Follows:

- Communication and Interaction
 - Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If a child has SEND, then their needs will fit into one or more of these categories.

Please see the SEND policy for further information. This can also be found on our website.

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Pre-School

Starcross Pre-School is no longer a charity run organisation and is part of Starcross Primary School.

Although the Pre-School now comes under the same umbrella, they do still have a designated member of staff for SEND. This being Tish Broome who is also one of the managers. Sarah Williams is also a manager at Pre-School and is also taking on and developing her knowledge of SEND. However, SEND as a whole is overseen by Mrs Vanderford the SENDCo in the school.

Tish and Sarah can be contacted at Pre-School on 01626 891439

The Pre-School still runs in the same way as it did before and your children will be assigned a key worker with whom you can also have a conversation with, should you have any concerns. These concerns will be discussed with the managers and any appropriate steps taken in order to support your children.

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How does the school and pre-school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Those staff that work regularly with a child soon become aware as to the progress of a child's learning and any other difficulties they may have, through continued assessment not just by written tests but also through observations. We have processes in place to support teachers and the SENDCO to identify, assess and record the needs of children and young people. We have a graduated response system that begins with the recording of "Initial Concerns". Initially this is monitored by the class teacher and a child added to the SEND register within this category. The process is: 'Assess, Plan, Do, Review'.

Certain interventions within the class are sometimes the only support the child may need. However, should there not be any improvement, The SENDCo is usually approached and support given to identify any barriers to learning. It may also become necessary to involve agencies and specialist support services.

At all times should any of the above take place the child, parent/carer and relevant teacher are all involved in the process.

A parent/carer of a child may have their own concerns and are at all times welcomed and encouraged to speak to us, in some cases this may be where the original concern is first highlighted, due to the variety of needs a child may have and which primary area of need it falls into.

If a child transfers in from another school/pre-school any SEND information is given to us from the other school/pre-school and we would also pass information on to a new setting if the child transfers from us.

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How is the decision made about the type and how much support my child will receive?

When through assessment and observations a need has been identified, it is decided whether or not advice should be sought from an outside agency or specialist. Referrals are made by the SENDCo to these agencies. Should it be felt the need can be addressed within the school/pre-school then a plan, in discussion with all the relevant people is put together to decide on which support is appropriate and how and when that will be provided. The plan is reviewed on a regular basis 'Assess, Plan, Do, Review'

We ensure that all children with SEND have their needs met to the best of our ability.

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How will both you and I know how my child is doing and how will you help me to support my child's learning?

Careful and regular monitoring, at least officially once every term and generally on a daily basis through the classroom activities provides a great deal of information as to how your child is progressing. If your child has SEND support, his/her progress will be reviewed during pupil progress meetings every term. At any point should the interventions that have been put in place not seem to be effective, they will be reviewed and changed as needed. A child with an Education, Health & Care Plan (EHCP) will have their progress reviewed through a statutory annual review meeting every year.

Through our open door policy parents/carers are welcome at any time to discuss their child's progress with their class teacher. Also if needed arrange a mutually more suitable time for all parties to meet, especially if a more in depth discussion is needed.

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How will the staff support my child? How will the curriculum be matched to my child's/young person's needs?

Teachers and key workers are required to adapt their planning in order to cover the varied levels of ability within the classroom/setting and the support given to your child is dependent on the learning need, any barrier to learning is identified. Sometimes this may be a physical barrier, such as a child having sight or hearing difficulties.

There is a variety of provision put in place within the classroom/setting, some examples of which follow:

- Visual timetables.
- Individual reading support
 - Writing frames
 - Writing slopes
 - Coloured paper
 - Coloured overlays
- Using equipment that is designed to support a child with their writing etc. e.g. triangular pens and pencils
 - Seating position
 - Rewards systems

These are just a few examples and can be adapted, changed or added to at any point.

The different types of support are described on a provision map and the intervention that is felt to be the right one for your child is highlighted. This is available for a parent/carer to see. This information is private. However, a general provision map without a particular child's details, showing the various provisions can be seen.

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How accessible is the school and pre-school both indoors and outdoors?

Starcross School and Pre-School is fully wheelchair accessible and has disabled changing and toilet facilities. Although there are stairs in school these lead to the head's office and two other rooms that, children do not need to access. There are slopes and handrails where needed both inside and outside the building. Should any specialist equipment such as seating etc., be needed advice is taken from OT services and equipment is supplied by mobility services from outside of the school.

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How will my child be included in activities outside of the classroom including school trips?

All pupils are entitled to be involved and included in every area of the school curriculum including school trips. A risk assessment is always carried out before any off school site activity. As much as is possible, any arrangements that need to be put into place to make sure that your child can be included will be. This may include members of staff visiting the location of the trip before it is arranged and working closely with the staff in those other locations to put any extra or special arrangements in place. If required school/pre-school staff will discuss and agree with parents how their child can be included whilst taking account of their individual needs.

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What support will there be for my child's overall wellbeing?

Starcross is very proud of its wellbeing reputation. It has been highlighted by Ofsted as being extremely good. At any time in a child's life an event may occur that disrupts or challenges a child's development. These events may be very minor but still have an impact.

When needed a member of staff may be able to provide workshops that help to support children through any personal difficulties.

All children are encouraged to seek out an adult within school/pre-school if they have any worries and/or concerns and time is given, they are also encouraged sometimes with the support of an adult if preferred, to talk to others who have caused them upset, distress etc. in school, again time being allowed for this process.

Staff are trained in first aid and the procedures to be followed in an emergency are clear to all. An ambulance will be called if this is felt to be necessary and a member of staff will go in the ambulance with your child if the parent/carer has not arrived at the school. We receive training in the administering of Epi-pens, correct use of inhalers and other medical conditions such as diabetes.

If your child becomes unwell in school/pre-school, you or another authorised person will be contacted in order to arrange for them to be collected from school/pre-school.

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What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

The SENDCo (Mrs Vanderford) is also an assistant headteacher and teacher, having joined Starcross School in 2000. She has been on many training courses in relation to her roles within school. She works with outside agencies, specialist services such as Educational Psychology, Speech and Language therapy (SALT), advisory teachers for a range of needs and closely with all staff in the school/pre-school to ensure the provision for our pupils is appropriate and meets their needs.

SEND updates and training is ongoing and is part of the continued professional development for all of our staff. Training can be in house or from experts outside of the school, dependent on the need. We have a forest school trained member of staff and staff who support children with emotional needs. We also have staff with Fun Fit training (develops fine and gross motor skills). We have staff who are PIPS safe handling trained and also first aid trained. In house training is put into place as a matter of urgency when needed e.g.: a child with complex needs, conditions unknown to us before, system changes, etc. then a staff meeting will be arranged in order to update, advise or train staff as necessary. Training is an ongoing process.

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How are parents involved in the school? How can I get involved? Who can I contact for further information?

Starcross School/Pre-School has an open-door policy and should any parent/carer have a concern or anything else they wish to discuss the initial point of contact will be their child's class teacher or key person. A request for a more formal or longer meeting can be made at this point or through the main office. Parent/carers can also arrange to meet the Special Educational Needs Coordinator (SENDCo) - Mrs Vanderford or at pre-school: Tish Broome or Sarah Williams.

Home visits are arranged in the summer term for the reception teachers to visit and meet the new children and their families who will be joining the school at the beginning of the new school year in the September. There are two formal parents evening in the School Year and a full school report is sent out towards the end of the school academic year. However, at any point a parent/carer is welcome to make an appointment to come into the school/pre-school to discuss their child. The review process for children with additional needs will happen more formally at least three times a year, where all staff directly involved with your child discuss progress and the next steps. Parents/cares are invited to meet with the teacher after this process is complete to discuss the review and new targets put in place. If an Education Health and Care Plan is in place, this is formally reviewed annually.

A comprehensive list of advice and support services can also be found on the Devon Local Offer website:

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

Other useful links

www.ipsea.org.uk (Independent Parental Special Education Advice)

www.devonias.org.uk (Devon Information & Support for SEND - formerly Parent Partnership)

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How will the school/pre-school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Planning for transition is part of our provision for all learners including those with SEND. Transition between pre-school to school and classes is discussed during the summer term and your child is significantly involved in the process. We work to address any worries they might have and put into place whatever may be needed to make it a good move.

Starcross pre-school also works closely with other primary schools for those children who are not transitioning to Starcross School.

We have excellent relationships with the secondary schools and preparations for the move begin in the autumn term when they are in year 6. Towards the end of that school year there are visits to their new secondary school where they take part in a number of activities and begin to familiarise themselves. For those children who need it, extra visits can and have been arranged in the past also a transition booklet for them to use is set up.

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