



SEND Policy & Information Report

Two Rivers Federation

Adopted: November 2025

Review: November 2026

We know that some pupils will need something additional to, and different from, what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. At Bishops Tawton Primary and Langtree Community School, we believe that provision for children with special educational needs and/or a disability is a matter for us all. We believe that all children share the right to have access to a rich and varied curriculum and to receive the most appropriate provision for their needs, which will also enable them to fulfil their potential, to join in with all activities and to enjoy life at school and beyond. We ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

We embrace the Equality Act (2010). We will not treat children with disabilities less favourably, and we aim to make reasonable adjustments so that children with disabilities are not at a substantial disadvantage. To this end, parents and carers of a child with severe sensory, physical or mobility difficulties are advised to approach the school well in advance of admission so consultations can take place.

What kinds of special educational needs might children have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

Children and young people 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 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 of their lives.

Children and young people with an Autism Spectrum Disorder, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with OAIP and appropriate differentiation.

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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people 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, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which 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 and young people 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 and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

The Special Needs Coordinator (SENDCo) - Mrs Donna Clark

The Head of School - Mrs Karen Lintin/Miss Sarah Rushworth

Inclusion Lead -Mrs Donna Clark

The Executive Head - Ms Melanie Smallwood

The SEN Governor: Mr Simon Mills

Bishops Tawton Primary School contact telephone number: 01271 343002

Langtree Community School contact telephone number: 01805 601354

School's email address: admin@bishopstawton-primary.org admin@langtree.devon.sch.uk

How are children with Special Educational Needs identified and assessed?

Children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information - is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

What are the different types of support available for children with SEND in our schools?

OAIP Ordinarily Available Inclusive Provision

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching builds on what your child already knows, can do and can understand.

That different ways of teaching are in place, so that your child is fully involved in learning in class.

This may involve things like using more practical learning.

That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work -

Intervention programmes which may be:

Run in the classroom or a group room/ area.

Run by a teacher or a teaching assistant (TA).

Targeted Provision run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Health services such as occupational therapists, speech and language therapists or physiotherapists

Sensory support services such hearing or visual impairment specialist teachers

Outside agencies such as the Education Psychology Service

What could happen:

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.

If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specific Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Ordinarily Available Inclusive Provision and intervention groups.

Your child may also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

A Team Around the Family (TAF) meeting will be called to develop specific outcomes and targets for your child.

If your child's needs may be best met in a special school provision or are likely to be needing sustained and prolonged assessment, we may need to apply for an Education Health Care Plan (EHC), which will be considered by a panel of experts at Local Authority (LA) level and if approved will secure objectives and placement for your child in a legal document.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. They will discuss your concerns with the SENDco and consider next steps.

If you continue to be concerned that your child is not making progress, you may speak to the SENDCo. Please feel free to make an appointment.

The Head of School, Executive Head or the SEND Governor can also be contacted for support.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will contact you to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Discuss a provision map.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Begin the Graduated Response process if appropriate

How is extra support allocated to children, and how do they progress in their learning?

- The school budget, includes limited money for supporting children with SEND.
- The SENDCo decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the local governing body, on the basis of needs in the school.
- The school identifies the needs of SEND pupils on a SEND register in conjunction with a resource based provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our schools?

School provision

- Teaching Assistants working with either individual children or small groups.
- Our HLTA works with groups/individuals.
- One fully trained teaching assistant offering support for children with emotional and social development through our THRIVE Provision.
- A trained Play Therapist on site.
- ICT support
- Volunteers or trainees may work with small groups to support reading

Outside Agency Provision delivered in school

- Educational Psychology Service
- SALT (Speech and Language Therapy)

- Dyslexia outreach from QES
- C & I Team outreach support
- Autistic Support Teacher
- SEMH Support advisors

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHs (Child and Adolescent Mental Health)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

The SENCO has worked in a SENDCO role for 12 years. She has been qualified with the National SENDCO Award since 2015.

TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Other training examples include Reading, Thrive, SLCN, Manual Handling and Wave 3 Reading.

Training and updates are given by the SENDCO to whole staff members as appropriate including shared access to behaviour care plans and relational support plans for some children.

All staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including children working below age related expectations) and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning (including specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Access Arrangements for Testing

Access arrangements must never advantage the pupil. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own. The class teacher and the SENDCo must identify whether pupils need additional support or adaptations, either to the test materials or to their administration. Access arrangements might be used to support pupils who have:

- difficulty reading • difficulty writing • difficulty concentrating • processing difficulties • a hearing impairment • a visual impairment • English as an additional language.

Pupils may be able to access additional time, a scribe, additional breaks or support materials, for example photocopying the test onto coloured paper. Any adjustments must follow strict Government guidelines. For additional information please see [2026 key stage 2 access arrangements guidance - GOV.UK](https://www.gov.uk/guidance/2026-key-stage-2-access-arrangements-guidance)

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and maths, through pupil progress meetings.

At the end key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have a provision map based on targets agreed by teachers, parents, the SENDCo and/ or external agencies which are specific to their needs.

Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed at least termly, evidence for judgements assessed and a future plan made.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutiny and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

For all children with an education, health and care plan an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

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

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please make an appointment through the office or via the appropriate email for your school - admin@bishopstawton-primary.org or admin@langtree-school.org

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Provision maps will be reviewed with your involvement on a termly cycle.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

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

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the class teacher or Nursery/Reception Unit Leader when appropriate and attend TAF meetings or annual reviews for pre-school children.
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for sessions as appropriate.
- Parents will be invited to attend a visit.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Provision maps will be shared with the new teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move. They may access a social story if appropriate.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a social story to support them in understand moving on, then one will be made for them.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

Children receive a PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support their development. However, for those children who find aspects of this difficult we may offer:

Individual or group 'Thrive' sessions.

Individualised timetables

A range of extra-curricular groups which all children are invited to join.

Lunchtime and playtime support through planned activities and groups.

Lunchtime and playtime support for children to develop skills in play and social interaction.

Family Support and open days.

If your child still needs extra support, with your permission the SENDCo will access further support, possibly through the Early Help process.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been

resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head of School or member of the Senior Leadership Team, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of the Governing Body.

A copy of the school's Complaints Procedure is available on request from the school.

If a complaint is in reference to a child's SEND need in reference to an EHCP application further guidance is available <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>