The Topsham School works in partnership with the United Schools Federation (USF)

2025 - 2026

How we support children with special educational needs or disabilities.

Aim

At The Topsham School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.

We are a mainstream Primary School and admit children from age 4 to 11 with an onsite preschool. The broad area of special educational need The Topsham School include:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and /or physical needs

We have a nurturing ethos throughout the school and try to support children throughout their school life with us.

How will both the school and I know how my child is doing?

- Continuous monitoring of classroom provision.
- Pupil progress meetings are held three times a year, National Curriculum levels and P levels.
- Discussions with parents, either informally or at parents' evenings.
- Termly teacher assessments and end of Key Stage 2 SATs.
- Some children have an Individual Learning Plan (ILP) which are reviewed and renewed at least three times a year.
- Education, Health and Care Plans are formally reviewed once a year. Interim reviews are also held during the year.

How will the school help me to support my child's learning?

The school is committed to the early identification of special educational needs and adopts a graduated response to meeting those needs.

The class teacher identifies a concern if a child is not progressing at an expected rate in one or all areas of learning or in their behaviour. The class teacher will then consult with the Special Educational Needs and Disabilities Coordinator (SENDCo) in order to decide whether additional and / or differentiated provision is necessary. Consultations between teachers and the SENDCo take place three times a year, but additional conversations are held when needed.

Devon's Ordinarily Available Inclusive Education Framework and Targeted Support Framework have been adopted and is actively used.

Parents may raise concerns about their child at any time and meetings can be arranged if necessary. If additional and / or differentiated provision is necessary, the child will be recorded as having SEN support and be placed on the SEN register.

Additional provision provided for the child that goes beyond differentiation within the classroom will be recorded on an ILP. The ILP will usually focus on 3-5 targets that have been discussed with both the child and their parents/guardians. The child will work through these targets assisted by a member of staff. These will then be reviewed with the child and parents, three times a year and the outcome recorded so that new targets can be set.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. For those children who need further support, the SENDCo may then apply for an Education, Health and Care Needs Assessment (EHCNA).

For pupils who have an EHCP, their progress and the support outlined in their plan will be reviewed annually and a report provided for the Local Education Authority.

What should I do if I think my child has special educational needs?

- Informal contact with your child's teacher.
- A request to meet the SENDCo.
- A request to meet with the Head of School.
- A request to meet with the Executive Headteacher.
- Letter to Governors.

How are the school governors involved and what are their responsibilities?

The head teacher and the governing body set targets and specific criteria for the success of the SEND Policy. The allocation of resources within the school is based on an annual audit of need.

The governing body reviews the policy and reports annually on the allocation of available resources and the success of the Policy in meeting SEND.

The SEN Governor meets regularly with the SENDCo.

The SEN Governor for the school is Mrs Liz Thompson.

How will the school staff support my child?

All adults in the school are clearly focused on helping your child to flourish and make the best possible progress. Teachers are responsible for children's learning and progress, but they work with school leaders, teaching assistants (TAs) and other support staff towards providing the best possible education for your child. We will make sure that children are safe, listened to and treated kindly, fairly and with respect.

How will the curriculum and learning environment be matched to my child's needs?

Teachers plan lessons to meet the needs of all the children in their class. In doing this, they plan a range of activities so that all children can learn as well as possible. Sometimes, children with SEND will receive extra support in class from another adult, such as a TA (teaching assistant). They may also receive extra equipment or other resources that will enable them to learn more quickly. On other occasions, children may be taken out of class to receive extra support, in the form of a special programme or activity. Normally these programmes are for a short time and for a specific purpose. At the end of the programme, we assess how well it has helped the child and decide on the next steps.

What are the different types of support available for children with SEND at the school?

- High quality teaching that is differentiated, scaffolded and personalised.
- Whole school focus on mental health and well-being, working with the Mental Health Teams in Schools to support emotional wellbeing and literacy.
- Small group work and targeted interventions.
- Emotional support delivered in a small group or individually by a TA or the School Counsellor.
- Specialist group work recommended by an outside agency.
- Individual support by school staff or an outside agency.
- Specialist equipment, such as sloping desks, specialist seating or ICT may be provided, depending on the needs of the child.
- Extra time, a reader or a scribe may be requested for SATs in Year 6.

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

There are a range of extra-curricular activities, at The Topsham School, open to all children, as well as school visits, organised as part of the curriculum. We make every effort to ensure all children have the opportunity to take part in all activities we offer. Extra communication with parents and carers before trips and residentials. All children take an active role in all areas of school life.

What support will there be for my child's overall well-being?

At The Topsham School all children's emotional well-being and happiness is of the utmost importance. With support from the Federation, our school uses a range of strategies to support the mental health and well-being of all of the children in our care. Our PSHE curriculum (Jigsaw) helps children learn strategies to develop resilience, gives children the knowledge and tools they need to manage stress and regulate emotions. As a school, class teachers identify children who may need additional support with helping them regulate their emotions and manage any anxiety. They work closely with the SENDCo and the MHST team to put additional support in place for those children.

More targeted support, through small-group interventions to develop children's social skills (Socially Speaking) or build communication skills (Lego Therapy) is also available for children who need support with making and sustaining friendships at school. Children and parents can also access the School Counsellor within the Federation.

Extra-curricular activities also support the emotional development of children, with activities such as mountain biking, diving and climbing being offered to Years 5 and 6 on a weekly basis.

Who is the School Counsellor?

The School Counsellors are **Alix Harding and Julie Sandover.**

What specialist services and expertise are available at or accessed by the school?

- Staff training needs are identified and met, at least annually.
- Training can be for the whole school or Federation, or for staff who are working with certain children.
- The SENDCo and relevant outside agencies provide advice and training to staff to ensure children's individual needs are met.
- All teachers are responsible for the needs of the children in their class. All teachers are teachers of children with special educational needs.
- When a child starts at the school, transition meetings are arranged to ensure the child's needs are met.

Outside Agencies who are available at or accessed include: •

The Public Health Nursing Team (Devon)

- CAMHS
- MHST – Mental Health Support in Schools Team
- Early Help
- Health Professionals including the Bladder and Bowel Team, Paediatricians, Orthoptist, Community Nursing Service, Occupational therapists, Physiotherapists
- Speech and Language Therapist
- Educational Psychologists
- Social, Emotional, Mental Health (SEMH) Support Team
- Communication and Interaction Team
- Outreach for Physical Difficulties
- Outreach from Specialist Provision Schools
- Hearing and Visual Impairment Advisory teachers
- *Devon* Information, Advice and Support (*Impartial support for parents with children with SEN)* www.**devon**ias.org.uk/

We make sure that our staff are well trained to enable them to support children with SEND. When we introduce a new programme or intervention, we first make sure that those who will deliver it to children are thoroughly trained. This allows us to be flexible and adapt to the needs of children with SEND that we may not have dealt with before.

How accessible is the school both indoors and outdoors?

The Topsham School is on a flat site. We always take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We always make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

What is a SENDCo?

A SENDCo is a Special Educational Needs and Disabilities Co-ordinator. The SENDCo is a specially trained teacher. Their main jobs are to identify children's special needs and help organise support for them. They also work with parents, teachers and other professionals who may be involved.

Who is the SENDCo for The Topsham Primary School?

At The Topsham School (TTS) we have a team of SEND support, as follows:

The Topsham School SENDCo is **Eloise Skinner.**

United Schools Federation SENDCo is **Mrs. Lizzie Hurford** (who will also be supporting TTS)**.**

United Schools Federation SENCo Assistant is **Mrs. Charlotte Williams.**

You can contact the SEND Team through the school office or through the following email address: admin@topsham.devon.sch.uk

How are parents involved in the school?

- Daily contact with teachers at the start and end of the school day, and via email.
- Parent's Evenings three times a year, to discuss pupil's progress.
- Regular TAF meetings (Team Around the Family).
- Annual Reviews of Education Health Care plans.
- School events such as assemblies, sports day and school productions.
- Parent readers and helpers for school trips.
- Parent information events linked to school priorities.

How are children with SEND involved in planning their learning?

Children are involved in the process of writing and reviewing of their ILP. They are also asked regularly to share their pupil voice to contribute to TAF meetings and annual reviews of their EHCP, if they have one.

What do I do if I have a concern around something to do with my child?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly. If you are still unhappy and feel that the matter is unresolved, then the school's complaints policy can be found on the website (https://topsham.devon.sch.uk/parent-zone/policies/).

What is the Local Offer?

Local authorities are required by the Government to set out and publish a 'Local Offer'. The purpose of the 'Local Offer' is to provide clear accessible information about services available in the area, for parents and young people. The local offer must • Provide information on provision from birth to 25 across education, health and social care.

- Make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs.
- Be developed in conjunction with parents, carers and young people.

Devon County Council are committed to ensuring that all children and young people have a good start in life. Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs mean varied levels of support may be required at different times.

To read more about the Devon Local offer click on the link – https://new.devon.gov.uk/send/

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

Year	Transition support for all pupils	Additional transition support for pupils with SEN	Individual transition support for pupils with complex / specific needs.
Pre-admission (include all activities undertaken to prepare pupils prior to entry).	○ EYFS teachers with TA make home visit to each child. ○ EYFS staff will hold a transition meeting with parents at the start of school in September. ○ Reception induction visits will be held towards the end of the summer term; new Reception starters will visit the school and class for a morning or afternoon ○ Parents are invited to look around the school at open events.	○ SENDCo/Class Teacher visits preschool and nurseries where possible. ○ SENDCo/Class Teacher meets parents of children on SEND register for pre-entry discussions. ○ Extra visits arranged for children where deemed to be beneficial.	○ Early external agencies e.g. Speech and Language/ Advisory Teacher Service, Portage, CITs, Nursery Plus.
Year to Year transition	○ Class visit to new classroom and teacher in Summer term. ○ Face to face teacher handover discussions. ○ Year group induction meeting for parents at start of Autumn Term. ○ Handover of all documentation, ILPs etc to new teacher.	○ Transition books and extra visits for vulnerable children. ○ TAs meet new children they may be working with.	○ Transition meetings with SENDCO, new class teacher and outside agencies, if necessary, prior to child moving class.
In-year admissions	○ Parent and child pre-entry tour of school by HT. Meet with Class teacher, TAs, children. ○ Pre-admission half-day in school. ○ Year group induction meeting at start of Autumn term. ○ 'Buddy' arranged for first days. ○ Tour of school for child by children.	○ Extra visits arranged for children where deemed to be beneficial. ○ TAs meet new children they will be working with.	○ Transition meetings with SENDCo, new class teacher and outside agencies, if necessary prior to child moving school.

	○ School prospectus given to parents.		
Transition from school eg: to Year 7 or to new primary school.	○ Visits from Year 7 tutors to all Year 6 pupils. ○ Head of Year 7 visits to meet with parents. ○ Pupils asked for names of peers they'd like to be /not be with. ○ Teachers input advice on potential groupings. ○ Visits to Secondary School for Year 6 children. ○ Ex-pupils from Year 7 to be invited to talk to Year 6 about moving to secondary school.	○ Secondary SENDCo meeting with SENDCo to discuss each child on SEN register. ○ Extra visits for highly anxious children/ those children on the SEN register. ○ Transition books made with ○ children needing it. After school club at Secondary School open for any vulnerable children.	○ Transition meetings with SENDCo, Secondary SENDCo and other Secondary staff and outside agencies, if necessary, prior to child moving school.