



Devonshire Primary Academy SEND Policy



Adopted by Governors/HT: Governors
Review period: Annually
Last review date: Sep 2026
Person responsible for policy: SENDCO

THE SENDCO

Our School Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs D Nixon and our Deputy SENDCO is Mrs J McNab. They can both be contacted via the school office or by telephone on 01253 478271.

The named governor for SEND is Mrs V Heaney and, in her absence, Reverend D O'Brien.

THE SEND PROVISION PROVIDED BY THE SCHOOL

At Devonshire Academy we have high expectations for all children. We strive to create an inclusive and rich learning environment which recognises the achievement of all pupils and enables them to reach their full potential. To achieve this some children will need additional special needs provision.

This provision may include:

- Differentiated curriculum and/or adaptive teaching
- Small group work and/or 1:1 support
- Teaching Assistant support in all classes
- Specialist Support Assistants/Additional Needs Support Assistants
- Learning Mentor support
- Intervention programmes
- Access to external agencies for support and advice
- Support from the LA SEND Support Team

ARRANGEMENTS FOR IDENTIFYING THOSE WITH SPECIAL EDUCATIONAL NEEDS AND THE PROCESS FOR INFORMING AND CONSULTING PARENTS

There is ongoing assessment of children's learning throughout the school year. Each term teachers assess children's work in reading, writing and mathematics as part of the whole school assessment cycle. From these assessments' teachers attend pupil progress meetings with the senior leaders in school. At this meeting, individual children's progress will be discussed.

For some children who may not be making as much progress as expected, intervention or 'catch up' programmes will be discussed and implemented. For other children it may be appropriate for school to seek advice of outside agencies; in these cases, a discussion will be held with parents to explain school's concerns and parental consent will be sought.

If a teacher has initial concerns, the graduated response is begun. The teacher will speak to the child and the parents and follow the graduated response flowchart. When this is the case, teachers will discuss concerns initially with parents and then with the SENDCO/Deputy SENDCO, who will in turn invite parents in for a meeting to plan a way forward. This initial meeting may involve the phase leader and class teacher.

The parents/carers of pupils with special educational needs and disabilities are involved through the "assess, plan, do and review cycle" and in the different and graduated stages of provision to meet their needs. Targets and progress are shared with parents to keep them fully informed about their child's learning.

All parents have the opportunity to attend parents' evenings twice yearly, usually in Autumn and Spring terms. The SENDCO/Deputy SENDCO is available in addition to the class teacher on these occasions to meet with parents as required.

A mid-year progress report is given out in Spring followed by a progress report at the end of each academic year.

The SENDCO/Deputy SENDCO and class teachers are also available throughout the year to discuss concerns with parents. A mutually convenient time will be arranged for the meeting and, if appropriate, other professionals may be invited to attend.

HOW THE SCHOOL DEVELOPS ITS OVERALL TEACHING AND ADAPTS THE CURRICULUM TO ENSURE PUPILS WITH SEND ARE INCLUDED

Our assessment of the children's learning is paramount. Teachers assess children's learning styles and learning needs and deliver a creative curriculum in a vibrant learning environment which empowers children to develop good communication skills, independence, problem solving skills, resilience and collaborative learning skills.

Clear learning objectives and success criteria are identified for all pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children's learning. Our marking policy celebrates children's successes and identifies next steps for progress.

Our Senior Leadership Team (SLT), phase leaders and subject leaders ensure that teaching observations are undertaken and that teaching staff are consistent in employing our teaching and learning policy. Termly pupil progress meetings between teaching staff and SLT assist in identifying children's specific learning needs and any subsequent interventions that may be needed or planned.

HOW PROGRESS IS MEASURED AND REVIEWED

Assessment of progress is undertaken throughout the year. Pupil progress data is submitted termly and the pupil progress meetings are led by the data that has been submitted.

The Senior Leadership Team (SLT), phase leaders and the class teacher analyse the data looking for any issues or concerns. A professional discussion takes place to look at the steps that need to be taken in order to support a child or a group of children who are not achieving their targets or a child who is exceeding their targets.

Teachers will use effective differentiation, appropriate interventions, Teaching Assistant support, small group work, and learning mentor support to meet the range of needs within the class.

THE TRANSITION PROCESS/ARRANGEMENTS THAT SCHOOL MAKES FOR CHILDREN ENTERING AND LEAVING THE SCHOOL

Parents and carers of Preschool and Reception children are invited to visit school for an Induction Meeting. The SENDCO is available at this first meeting. School have arranged a "School Ready" session for new families to discuss the skills needed as children start Reception; Preschool children are visited in their home by the teacher and a member of support staff. If a child has Special Educational Needs and Disabilities, the SENDCO or Deputy SENDCO will attend this home visit to gather information about the child. Prior to starting Preschool and Reception,

parents and their child attend the school for an admission meeting on a 1:1 basis and this gives the child the opportunity to explore their new setting.

The school receive Early Years records and information from other nursery settings. The SENDCO attends any transition reviews with nursery settings to ensure good information sharing and a smooth transition for new starters. This enables parents to meet with key staff and discuss any concerns or issues.

As part of Non-Routine Admissions to the school, children may be admitted to other year groups across the school if places are available. Parents are invited for an admission meeting at the school when information will be gathered and shared. If a child has additional special needs, the previous school will be contacted for further information. A transition review meeting will be arranged if appropriate. Records will be requested and shared with appropriate staff.

Our local secondary schools make arrangements to see their pupils before transfer to Year 7 and our children visit their new high school during their last term with us. A child may be offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school. Our learning mentors can support these additional visits where necessary. Transition review meetings may be held with the secondary school to share information. This enables parents to meet the SENDCO for the high school and establish that key contact. This helps to ensure that the child's transfer to secondary education is as smooth and problem free as possible.

HOW THE SCHOOL SECURES ADDITIONAL SERVICES FOR CHILDREN WITH SEND

If additional advice or support is required, this would always be discussed with parents/carers in the first instance. Some of these referrals require a parental signature for consent.

Referrals in to an appropriate service would be made by the SENDCO/Deputy SENDCO and these could include:

- Speech and Language – NHS or school's own provider
- SEND Support Team
- EYSEND Service (Early Years Special Educational Needs and Disabilities Service)
- Sensory and/or Physical Needs Service
- School Nurse Service
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- ADHD Pathway/ND Pathway
- Trinity Bereavement Services/School Counsellor
- Children's Well-Being Practitioners
- Young Carers
- School Counsellor

HOW THE EFFECTIVENESS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION IS ASSESSED, EVALUATED AND REVIEWED AND HOW CHILDREN AND THEIR PARENTS TAKE PART IN THIS

The Senior Leadership Team and Middle Leadership Team monitor the provision for learners with SEND throughout the school. This may include classroom observations, walk throughs, planning and work scrutiny, book looks, moderation and pupil interviews. Parents are invited to Parents' Evenings twice per year. Parents are invited to attend all review meetings for their children and

can contribute directly to their child's targets. The child will be invited to complete Pupil Views and attend the meeting as appropriate; pupils are also involved in target setting and are made aware of the next steps in their learning.

Parents may also receive support from the Blackpool SEND Information, Advice and Support Service –SENDIASS. The Blackpool Local Offer provides information on services and activities which may benefit their child – a link to this is within the school website.

HOW FACILITIES THAT ARE AVAILABLE ARE ACCESSED BY CHILDREN WITH SEND

Planning and teaching are adapted in order to respond to the learning needs of all pupils. Teaching staff use a wide range of resources including ICT to address children's individual needs. The SENDCO has good links with external agencies in order to support teachers with additional advice and strategies to meet the needs of their pupils. The school also has two experienced Learning Mentors who offer a range of SEMH support.

INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SEND AND HOW SPECIALIST EXPERTISE WILL BE SECURED

All school staff have access to relevant training to support the needs of the school and pupils and to enhance their own professional development. Staff have opportunities to cascade their learning to colleagues and share good practice. The school is part of the Blackpool Schools Partnership which shares training opportunities with other Blackpool schools. Devonshire Primary Academy is also part of The Sea View Academy Trust, linked with Park Community Academy (a Special School), Tor View Special School, Valley College, Anchorsholme and Revoe Learning Academy.

The local authority has a 'local offer' and will offer advice as part of the graduated response and training, such as intensive interaction, precision teaching and training from the Autism Education Trust. Meetings are held regularly with the SENDCO group, CEO and other colleagues. This relationship enables further sharing of expertise and knowledge across the schools. For example, advice on the zones of regulation and sensory training.

When it is felt necessary, following a discussion with parents, specialist advice and expertise can be sought from a range of external agencies such as the SEND Support Team, Advisory Teachers, Educational Psychologists, Speech and Language Therapists, School Nurse, Health Visitors, CAMHS, Newstart Counsellors, out-link Primary Mental Health Worker etc.

School staff also have a wide range of experience and training which includes:

Attachment in the Classroom	Team Teach Positive Handling	Autism Champion/ Sensory Issues in Autism
Trauma informed Approach	Mental Health First Aid	WellComm Speech and Language Training
Colourful Semantics	Zones of Regulation	EBSA
Phonics Training	"Early Help" Training	First Aid
Dyslexia Training	Communication Champion	Safeguarding Training
Makaton	Intensive Interaction	Precision Teaching

Devonshire Primary Academy
SEND Policy

Colourful Semantics	Lego Therapy	Toe by Toe

EXTRA CURRICULAR CLUBS OFFERED BY THE SCHOOL AND HOW THESE CAN BE MADE ACCESSIBLE FOR PUPILS WITH SEND

Devonshire Primary Academy offers a range of activities which are open to all pupils regardless of their needs. These can include, but are not limited to:

- Art
- Archery
- Football
- Cooking/Healthy Eating and Nutrition
- Choir
- Gardening
- Dance/Gymnastics/Cheerleading
- Multi-Sports
- Netball
- Science

The staff who deliver the clubs are aware of children's additional needs and any adjustments that need to be made to ensure full access to the activity. Additional staff can support children on a 1:1 basis where necessary and practicable. Parents are kept informed of the clubs offered by the school and also of activities within the local community for children with SEND e.g., Blackpool Polar Bears Swimming Club, PIP – Play Inclusion Project, local Children's Centre activities and timetables etc.