



## **SEN information report**

### **Who supports children with Special Educational Needs and Disabilities at The Topsham School?**

All staff support children with SEN and disabilities, but the following may be particularly involved in supporting your child:

Special Educational Needs and Disabilities Co-ordinator (SENDCo): Nasim Hartmann

[nhartmann@topsham.devon.sch.uk](mailto:nhartmann@topsham.devon.sch.uk) or telephone: 01392 874498

THRIVE practitioners: Sarah Cooper and Amanda Still

Educational Psychologist: Bel Woodthorpe

Advisory teacher Behaviour and SEND: Kate Beard

Speech and Language therapist: Alison Holmden

Occupational Therapist: Caroline Wilson

Governor with responsibility for SEN: Sue Nunnery

The SENDCo has achieved the National Award in Special Educational Needs Co-ordination and has many years of experience in working with children with SEND.

Both teaching and support staff are skilled in meeting the needs of a wide range of SEN and receive regular training to extend and update their knowledge.

### **What should I do if I think my child needs more help in school?**

In the first instance teachers are available at the beginning and end of the school day to talk to you about any concerns you may have. A separate time can be arranged to have a longer discussion if necessary.

If you continue to have concerns about your child's progress, your class teacher can refer you to the school SENDCo or she can be contacted directly by email ([nhartmann@topsham.devon.sch.uk](mailto:nhartmann@topsham.devon.sch.uk)) or by phone (01392 874498) and is happy to meet with you to discuss your concerns and agree the way forward.

### **How does the school identify pupils needing additional support?**

The senior leadership team of the school closely monitors the progress of all children in the school on a regular basis. The school tracks children's progress on the National Curriculum, and uses the THRIVE approach (an online programme used by schools across Devon to assess, monitor and support children's social and emotional development.)

Children needing extra help are identified as early as possible in their school career and a plan of action drawn up to be discussed with parents/carers. Some children may need extra help to help them meet age related expectations for only a short period of time, whilst others may have a longer term additional support programme for a medical condition/diagnosis. The progress of children already

receiving extra help is monitored on a regular basis to ensure they are making good progress and any changes to provision are discussed and agreed with parents and staff concerned.

The school has a close relationship with many agencies and professionals and in some cases may seek additional advice for children with SEN. This may be from professionals such as the educational psychologist, advisory teachers or speech and language/occupational or physiotherapist. This help is always requested after discussions with parents and the completion of relevant referral forms.

### **How will I know about support planned for my child?**

At termly parents' evenings, teachers discuss progress with parents and agree plans for extra support. The SENDCo also attends parents' evenings and meets with parents as necessary. However, as mentioned above, a meeting can be arranged at any time if a child's specific needs become apparent to parents and/or school staff.

Some children will have a more detailed "My Plan", agreed with parents and other professionals in Team around the Family meetings (TAF meetings). The "My Plan" will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.

Children with an Education, Health and Care plan (EHC), previously known as a Statement of Special Education Need, have an Annual Review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children.

At times of transition to other schools, additional meetings and support plans are put into place for children and their families.

In all the above meetings the support of parents in their child's learning is welcomed and seen as an essential part of helping the child make as much progress as possible.

### **What sort of extra support might my child have?**

Teachers' planning for learning is differentiated to ensure it meets the needs of all children. There is also a wide range of additional support and intervention programmes to enable children to make progress in their learning. An agreed detailed Provision Map shows the range of help that can be called on as needed, which is shared and jointly monitored by staff and parents.

The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable. In discussion with parents, children may work in smaller groups or with a 1:1 Teaching Assistant.

The school uses a THRIVE approach to support additional social and emotional needs. Further information about THRIVE is available from the SENDCo.

### **How will I know if my child is doing well?**

In addition to parents' evenings, the school encourages informal conversations between staff and parents, so that achievements can be celebrated and problems discussed and resolved at an early stage. Parents are seen as key players in ensuring success for their children.

Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.

### **How will my child be included in school activities?**

All children with SEN are part of a mainstream class. There are opportunities to be involved in class assemblies, outings, residential trips and after school clubs. Staff discuss and agree with parents how their child can be included whilst taking account of their individual needs. Children with SEN play a full part in school life including being members of school council and taking roles and responsibilities in their classrooms and wider school community.

### **How is the school equipped to meet the needs of children with SEN and disabilities?**

The Topsham School is set in a large and green school site, which is safe and secure. It is fully wheelchair accessible and has accessible toilets and changing facilities. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment.

### **How are parents involved in the school?**

We have an active PTA (Parent and Teachers Association) and parents are also regularly invited to a range of events including class assemblies, class events.

### **What type of special educational needs (SEN) do pupils at The Topsham School have?**

The school successfully meets the needs of pupils with a wide range of SEND including communication and interaction difficulties; learning difficulties; social, emotional and mental health difficulties; and sensory or physical needs.

### **How can I get more information about SEND in Exeter and Devon?**

Devon Information Advice and Support (DIAS) ([www.parentpartnershipdevon.org.uk](http://www.parentpartnershipdevon.org.uk)) provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from Primary to Secondary school.

The support provided by Devon Local Authority for children with SEN and disabilities can be found in at <https://new.devon.gov.uk/send/>.

### **What should I do if I am worried or unhappy about the support my child is receiving in school?**

We encourage parents and carers to talk to their child's class teacher or the SENDCo in the first instance. The Head teacher is also happy to arrange a time to discuss concerns with you. If you still have concerns, the Governor responsible for SEND can be contacted through the school office.