

Special Educational Needs & Disabilities (SEND) Information Report 2025

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Introduction

The Devonshire Hill Nursery & Primary School is supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. As a school we are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met by making reasonable adjustments in a mainstream setting.

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and/or Disabilities aged 0- 25. The LA refers to this as the 'Local Offer'.

You can access Haringey's local offer on the link below:

<https://www.haringey.gov.uk/children-and-families/local-offer>

What is the Special Education Needs Information Report?

Schools utilise the Local Offer to meet the needs of pupils with SEND as determined by school policy and the provision that the school is able to provide. Schools refer to this as **The Special Education Needs Information Report**.

Parent Consultation

Parents are consulted throughout the year, the school operates an open door policy for parents of children with Special Educational Needs and Disabilities. Parents of children with additional needs are communicated with regularly with regards to the additional support that their children receive, the impact and effectiveness of the interventions and programmes that have taken place. This is to monitor the progress that the child has made and to evaluate effectiveness.

Children who are recognised as having moderate learning difficulties are monitored by the Assistant Head Teacher for Inclusion / SENCo and feedback is given to pupils and parents from interventions as and when they occur. Children who have medical needs will have meetings to create and review care plans and agree arrangements with the school in liaison and taking advice from the school nurse.



Pupil consultation/voice

We believe that pupil voice is an integral part of our school development. We encourage all children to believe in their own capacity, recognize what they are good at, identify as appropriate, where they need more support and what type of support would enable them to become more confident. We are ambitious in our expectations and our children respond to this. Pupil voice is very important within the school and children are encouraged to use these avenues to make their wishes known.

They include:

- ★ Pupil voice in our pupil centered Annual reviews and Progress Review meetings for children with SEND.
- ★ Where children may not be able to express their views personally, evidence, such as special books, iPad videos and photographs are used.
- ★ We have used pupils' views to develop our transition programmes. Children are supported at transition points throughout their time in school. Year to year transition visits are planned and photographs and books are used to ease transition.
- ★ Pupils feedback on their work/ lessons
- ★ School council
- ★ Pupil surveys

Reviewing progress

At Devonshire Hill we have high expectations of all pupils' outcomes and progress. Children's progress and attainment is reviewed and analysed continuously to inform actions and interventions. This is part of the 'Plan-Do-Review cycle' as outlined in the SEND Code of Practice.

During termly parent meetings, the parents of children on the SEND Register will have the opportunity to discuss their child's current progress towards their targets and to share current information about the child.

- ✓ Children receiving interventions are assessed each term.
- ✓ Children's progress within interventions is closely monitored to ensure progress is made and that they are accessing the correct intervention.
- ✓ Children are supported to transfer skills from small group situations back into the classroom.
- ✓ Children are regularly assessed and their progress recorded in a range of ways. This includes the use of photos, film, and learning Journals.
- ✓ Lessons, planning, marking and resourcing is closely monitored as part of the wider monitoring cycle to ensure that all children are engaged in their learning and provided with the correct resources.
- ✓ Evaluating the effectiveness of our practice is always an important component. We moderate our practice and outcomes along with other similar schools and gather parental responses to ensure we are monitoring our continued impact.

Our approach to teaching

Devonshire Hill is an inclusive school that strives to ensure that all students, regardless of their personal differences, are taught using a range of strategies to enable them to access the curriculum and reach their full potential. Every class teacher is committed to providing High Quality Teaching. Students are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the students. Pupils who are not making expected progress will be supported through additional interventions. Pupils with an Education, Health and Care plan will be supported as outlined in their plan. Where necessary, students are provided with personalised resources to enhance their learning. (See Appendix 1)

At Devonshire Hill we use a range of strategies and interventions such as:

- High Quality Teaching strategies
- Motor Skills United
- Dough Gym
- Differentiated phonics groups
- Sensory Physical Education
- Shape Coding
- Ipad and learning tools
- Talk Boost
- Read, Write Inc. 1:1 (phonics programme)
- Attention Builder
- Intensive Interaction
- Bucket Activity
- Language for Behaviour and Emotions

All staff are given relevant training both in and out of school. Learning Support Assistants are trained to a high standard in the area of speech, language and communication as it is a priority to secure expertise within the staff team. All staff access regular training based on SEND, both in-house and from specialist professionals.

Social and emotional support

The school has embedded the use of the Anchor Approach, a trauma based approach to support the building of resilience in all children. The Anchor Approach flows through all aspects of school life and is the foundation of our school's Behaviour Policy.

We ensure that all pupils in the school feel valued and have opportunities to express themselves. We believe it is essential to educate the school community about the diversity within the school and how this is our richest resource. We actively raise awareness about disability. This helps all children to develop an understanding of their peers who may have very complex needs.

Outside Professionals & Multi Agency Work

We run social skills groups and language groups to support children with their emotional needs and communication needs. A Speech and Language Therapist comes into the school weekly to deliver social communication and speech and language interventions. They train teachers and support staff so that identified children are delivered a programme at least three times per week. We work with outside agencies such as;

- ✓ GEMHS (Formerly Trailblazers)
- ✓ The Anchor Team
- ✓ Educational Psychology Service
- ✓ Child Development Team
- ✓ LAST (Language and Autism Support Team)
- ✓ Education Welfare Service
- ✓ School Nurse
- ✓ Children's Services
- ✓ Speech and Language Therapy
- ✓ Learning Support Services
- ✓ Haringey Learning Partnership (HLP)
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Physiotherapy
- ✓ Occupational Therapy
- ✓ Hearing and Visual Impairment Teams (Sensory Service)

All of these services work with the school to support children, teachers and families. They come in to assess, support, train and report back to us regularly and can be contacted for advice when needed.

We hold regular safeguarding meetings within school to monitor vulnerable pupils and to provide preventative approaches and support.

Looked after children

When a pupil is looked after, regular Personal Education meetings (PEPs) are held in school to support them and their learning needs. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, Children's Services and the school in order to support and plan for their needs.

Accessibility plan

We are an accessible school and have the following facilities:

- ✓ Wheelchair accessible building and classrooms
- ✓ Disabled toilet

The Accessibility Plan is available alongside our Accessibility Policy on our school website.

Admissions

We believe that all children are welcome in maintained community schools. When joining our school all families will attend an admissions meeting where transition into school will be discussed and planned for. At this point a skilled member of staff will sensitively explore the possibility of children having any additional needs. In the case that a child has significant needs contact with other agencies will be made before proceeding with an admissions date.

Visits to the school by parents of children with SEND and a meeting with the Assistant Head for Inclusion are encouraged in order to discuss the child's needs and how we can support them.

This can be arranged by contacting the school office.

Complaints

We work hard with all stakeholders to ensure that all needs are met and everybody feels satisfied. On the rare occasion that this is not the case, complainants are asked to complete the form attached to our Complaints Policy, which can be found on the school's website:

www.devonshirehill.com.

All complaints are taken very seriously and handled sensitively.



Devonshire Hill – SEND Provision

1. Universal Provision (High Quality Teaching)

Definition:

Support available to all pupils, including those with emerging or mild additional needs. Delivered through inclusive classroom practice.

Actions:

- High-quality teaching adapted to meet diverse needs
- Regular assessment and monitoring of pupil progress by the class teacher
- Use of inclusive strategies (visual timetables, adapted resources, flexible grouping).
- Pupil Progress Meetings to identify children not making expected progress
- Initial concerns raised by teacher or parent

Documentation:

- Teacher observation notes
- Pupil progress data / evidence in books
- Parental meeting records

These are documented on Sonar Tracker and Provision Map.

Next Step:

If concerns persist despite Universal Support, the pupil is moved to Targeted Provision.

2. Targeted Provision (SEN Support)

Definition:

Additional support for children who require more personalised intervention beyond what's offered at universal level.

Actions:

- Class teacher and SENCO collaborate to place pupil on SEND Register at SEN Support.
- Assess, Plan, Do, Review (APDR) cycle initiated.
- Learning Support Plan (LSP) created with SMART targets on Provision Map
- Interventions may include:
 - Small group work (e.g. literacy/numeracy booster).

- Social skills or emotional regulation groups. (Lego Therapy, Zones of Regulation)
- Specific evidence-based programmes (e.g. Shape Coding).
- Increased parental involvement in planning and review - Termly.

Agencies That May Be Involved:

- Educational Psychologist (EP) consultation
- Speech and Language Therapist (SALT)
- Local authority SEND Services
- Behaviour support services, such as Haringey Learning Partnership

Documentation:

- Records of interventions and outcomes.
- APDR cycle reviews - on LSP

Next Step:

If progress is still limited and needs are complex or long-term, consider Specialist Provision.

3. Specialist Provision

Definition:

Involvement of external professionals and possibly a request for an Education, Health and Care Plan (EHCP) for children with significant, persistent needs.

Actions:

- Further involvement from specialists:
 - Educational Psychologist (formal assessment).
 - Specialist teaching teams.
 - CAMHS or community paediatrics (for mental health, ASD/ADHD diagnosis).
- EHCP Needs Assessment request to be made
- Continued APDR cycles with detailed evidence gathering - LSP Reviews.
- If EHCP is issued:
 - Outcomes and provision detailed in the EHCP.
 - May include funding for timetabled 1:1 support, therapies, or consideration of a specialist placement.

Documentation:

- Evidence submitted for EHCP (e.g. reports, LSP reviews, professional assessments).
- EHCP plan (if agreed).
- Annual Review reports.