



Shebbear Community School, Shebbear, Beaworthy, Devon EX21 5SG

(01409) 281220

admin@shebbear-pri.devon.sch.uk

Shebbear Community School – SEND Information Report 2026/2027

Shebbear Community School is a mainstream school with children with a variety of SEND. These include children with Communication and Interaction Needs, Specific Learning Difficulties, Cognition and Learning difficulties and Social, Mental and Emotional Health needs.

Please see the SEND policy for further details on all of the below.

Contacts

The current designated SENDCo is Lois Gough. The best way to contact Mrs Gough is either in the playground before school or via email: (admin@shebbear-pri.devon.sch.uk). The current governor for SEND is Lynn Duggan who meets regularly with the SENDCo to discuss provision within the school.

Parental and child involvement

Parents are always welcome to discuss the progress of their children, and can contact the Class Teacher or SENDCo to make an appointment. Parents are provided with consultations or a written report on a termly basis where progress and attainment can be discussed. Where appropriate, TAC (Team Around the Child) or TAF (Team Around the Family) meetings, take place regularly as part of the SEN process of assessing, planning, doing and reviewing. The views of the child will be sought during or after these meetings, in order that they can share their opinions on their education. At least termly, the progress of children in the school is formally assessed in reading, writing and maths. Less formal assessments happen on a weekly or daily basis. This allows children who may not be making expected progress to be clearly identified, and the effectiveness of the school's OAIP and any interventions can also be monitored. Children with more severe or complex needs, may work towards more short-term targets. Regularly, parents' views on SEN provision are sought via a parental questionnaire or through the termly TAC/ IEP meetings. Biennially, (or sooner if appropriate) parental views are ascertained via an Accessibility Questionnaire.

Transition

There are close links with the Little Bears Pre-school and there is a careful transition process for all children, especially those with SEND. For those children who are already part of the SEND process, meetings will be held with relevant members of staff in the term preceding the one in which they start school. In year five or six (depending on the needs of the child) transition meetings will begin to



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be held with the SENDCo of the schools the children will transfer to. Appropriate transition arrangements are made based on the needs of the child.

Teaching and Learning

The approach to the teaching and learning of children of SEND is very much a quality first approach, with the aspiration that with high quality teaching and learning for all, less intervention should be needed at a later date. Within lessons, children aim high and opportunities are always given for children to broaden their learning. Children learn in both ability groups and with their chronological peers, and are never restricted in their learning. There are many opportunities every day for children to learn and play with non-SEND peers. School trips are organised in order to make them accessible to all children unless inclusion would lead to significant safeguarding risks. Children with SEND have the opportunity to, and do, represent the school in all school groups, such as the School Council. After school clubs are accessible and open to all under the same rules and conditions as for other children, unless this would cause safeguarding concerns.

Adaptations to the curriculum and learning environment are dependent on the needs of the child. For some children, Ordinarily Available Inclusive Provision (eg a visual timetable, appropriate resources or within-lesson differentiation and support) will be enough to meet the needs of the child. For others, a meeting with parents or other professionals may be held to discuss any adaptations needed to the physical environment and more targeted provision will be provided.

Most areas of the school are wheelchair accessible. If needed, alternative locations would be used to ensure provision could be accessed by all.

Staff Training

The SENDCo and co-headteacher meet regularly to discuss the training needs of staff in relation to SEND and how these might be met. These needs are also discussed during regular performance management meeting with all staff. Specialist agencies may work alongside children and staff to produce a differentiated learning programme or system of support.

Effectiveness of Provision

The effectiveness of the provision for children with SEND is usually assessed formally on a half-term basis and informally more frequently. If children are not making at least expected progress in English and maths, provisions may be altered or put in place. There are termly meetings with teachers and the SENDCo to analyse the progress of all children in the school to identify those who may be in need of extra support. The type and duration of interventions for the proceeding term are then decided in conjunction with the wider support staff.



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Emotional Wellbeing

Children who experience emotional difficulties may receive extra support on a daily or weekly basis, depending on need. Some children have received a Boxall Profile Assessment and follow the recommendations of the assessment. We access support from outside agencies where available, including MERS (CAHMS) and the school nursing service. Any incidents of bullying are rare and are dealt with robustly. Children are encouraged through pastoral activities to discuss their safety and wellbeing both within and beyond school. Feedback from children is that they feel very comfortable approaching members of staff with their concerns. We have a trained Emotional Learning Support Assistant (ELSA) who meets regularly with the children who are requiring additional emotional support, this staff member has also received bereavement training and can deliver Drawing and Talking sessions to relevant children.

Outside Agencies

Outside agencies may be involved following contact with the Devon SPA (single Point of Access) or Early Help process. They may provide support one to one with a child, or may offer advice to school staff. These agencies may attend TAC (Team Around the Child) or TAF (Team Around the Family) meetings to assist with target setting and action plans for the child.

Adaptation of Learning

We aim to make the curriculum as accessible as possible to all children with SEND. This may involve adaptation of resources, pre-teaching before the lesson, scaffolding during the lesson or extra reinforcement after the lesson.

Children in Care

Lois Gough is the designated member of staff for children in care (CIC); Andrew Goode is the designated governor for CIC.

Complaints

Parents are encouraged to approach the school at an early stage with any concerns. There is a formal complaints procedure should they feel their concerns have not been addressed. This procedure is available on the website.

What should you do if you think your child may have Special Educational Needs?

In the first instance, you should contact your child's class teacher to discuss your concerns. Further meetings may involve the SENDCo, and together all parties will discuss the best way forward for your child.



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Glossary

TAC meeting – Team Around the Child meeting. These are meetings where all involved agencies discuss how best to meet the needs of a specific child. The child may or may not attend.

TAF meeting – Team Around the Family meeting. These are meetings when all involved agencies discuss how best to meet the needs of a family as a whole. Children may or may not attend.

SPA –Single Point of Access. A specified telephone number for North Devon designed to signpost where additional support can be gained.

OAIP – Ordinarily Inclusive Available Provision – the support available to all children within a school

Early Help – Early Help is a term used to describe the earliest intervention that a family receives in response to emerging additional needs of a family member/s. When a family's needs increase, more than one service may be required to meet the needs. Early help is the name given to the way services work together, in a co-ordinated way to support the family.

MERS -the Moods, Emotions and Relationships service, formally known as **CAHMS** (Child and Adolescent Mental Health Support)

SEMH – Social, Emotional and Mental Health

This SEND Information Report should be read in conjunction with the school's SEND Policy, the Accessibility Plan, Equal Opportunities Policy and Objectives, Local Authority SEND offer, Complaints Policy and Relational Behaviour Policy amongst others.

The Local Authority SEND offer can be found here: <http://www.devon.gov.uk/send>