

Special Educational Needs (SEN) Information Report

Keyham Barton Catholic Primary School



Keyham Barton
Catholic Primary School

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1. What types of SEN does the school provide for?

At Keyham Barton Catholic Primary School, we believe that all children and young people are entitled to an education. This education should enable them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (p.81 Code of Practice, 2014).

We are an inclusive Catholic school and aim to support all children and meet their individual needs within our allocated school budget.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



My name is Cathy Breslin, and I am the Special Educational Needs Coordinator (SENDCo) at Keyham Barton Catholic Primary School. I have had the honour of serving as the SENDCo here since September 2024, bringing with me two decades of teaching experience. In addition to my SENDCo role, I also serve as the Deputy Headteacher and lead Religious Education (RE). I am currently working towards achieving the National Award in Special Educational Needs Co-ordination, further enhancing my commitment to supporting our pupils.

My primary role is to ensure that our pupils with special educational needs receive the necessary support and resources to thrive within our educational environment. I am dedicated to

collaborating closely with staff to ensure that the needs of these exceptional learners are met, enabling them to enjoy the best possible level of education we can offer.

I am fortunate to have two designated days each week dedicated to supporting children, staff, and parents alike in my capacity as the Special Needs Coordinator. During this time, my focus is on providing tailored assistance and guidance that empowers our students and fosters an inclusive atmosphere in which every child can flourish.

At Keyham Barton, we boast a fantastic team that collaborates with an array of professionals to support any child requiring additional assistance. Together, we strive to create a nurturing environment where every pupil's individual needs are recognised and catered to.

Should you have any queries or concerns, please do not hesitate to contact me or the school. You can reach the school office at 01752 567684 or email me directly at c.breslin@keyhambarton.plymouth.sch.uk . I am also happy to receive messages via Dojo; no question is too small. I look forward to working with you and your child!

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Over the past year, our staff have completed external training on speech and language, play therapy and ASD awareness.

Teaching Assistants (TAs)

We have a team of 12 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 3 teaching assistants who are trained to deliver interventions such as phonics, communication and language and trauma informed interventions.

In the last academic year, TAs have been trained in ASD awareness and play therapy.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

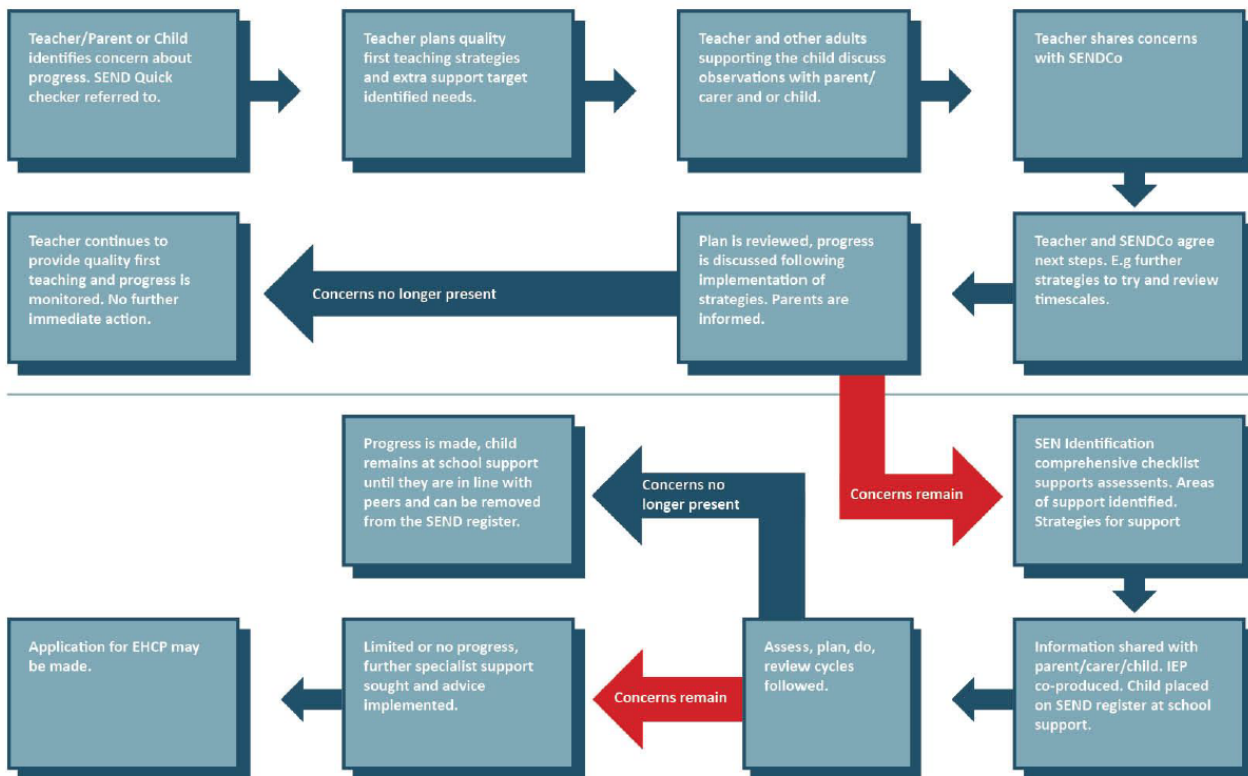
Communication and Interaction Team
Speech and language therapists
Educational psychologists
Occupational therapists
Child Development Centre
Learning Mentors (MAST)
Special School Outreach Support
ACE Inclusion Team
GPs or paediatricians
School nurses

Child and adolescent mental health services (CAMHS)
Education welfare officers
Family Support Workers (MAST)
Art/Drama/Play Therapists (MAST)
Advisory Teacher for Visual Impairment
Advisory Teacher for Hearing Impairment
Social services and other local authority (LA)-provided support services
Voluntary sector organisations

3. What should I do if I think my child has SEN?

At Keyham Barton Catholic Primary School, we follow the Plymouth CAST SEND Pathway. This follows a graduated approach to SEND.

Identification of Special Educational Needs - Pathway



If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents/carers can get in touch with their child's teacher via direct message on Class Dojo, phoning the school office to make an appointment or making an appointment with the teacher at the end of the day handover in the playground.

They will pass the message on to our SENCO, Cathy Breslin, who will be in touch to discuss your concerns.

You can also contact the SENCO directly - via Class Dojo direct message, phoning the school office to make an appointment or face to face at the end of the school day when our SENCO is in the playground for end of day handover.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing and number work as well as interactions socially in the classroom and the playground.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. This may be by slightly adapting the way things are being taught, providing some additional short term support, additional teaching or working with you to support your child with some additional practice at home. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

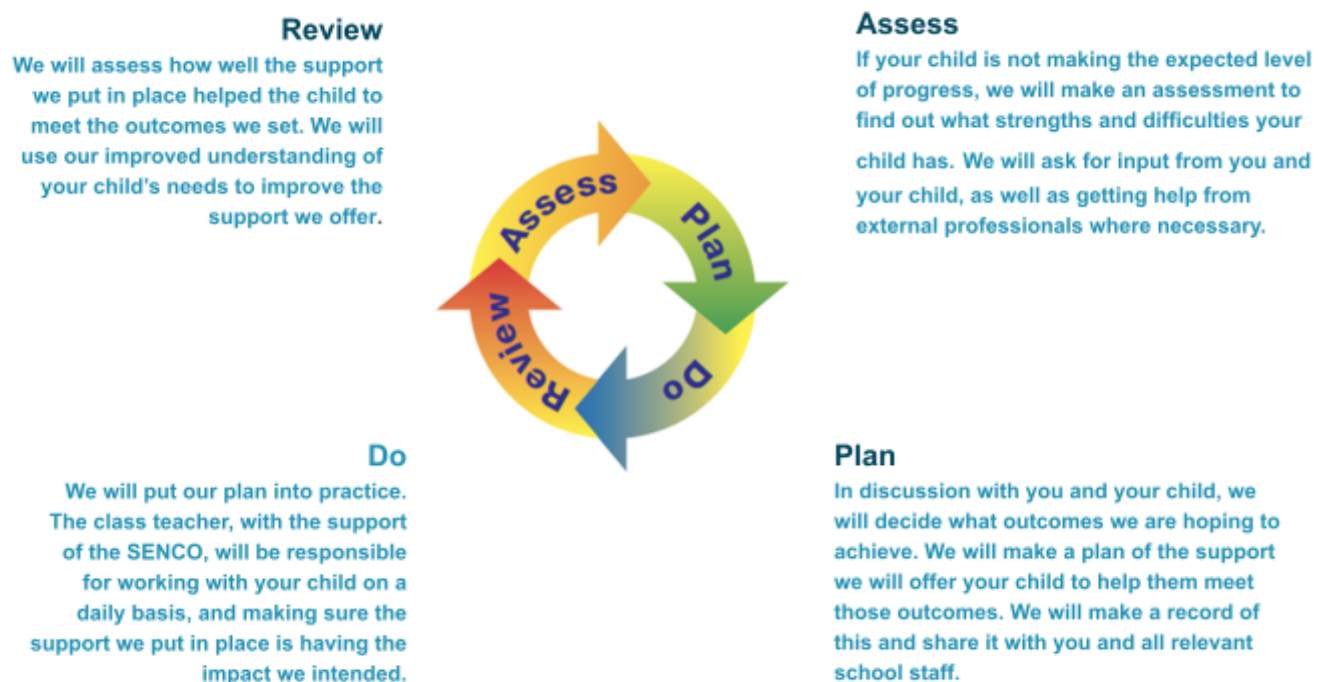
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide an annual written report on your child's progress in July.

Your child's class teacher will meet you 3 times a year - every term, to:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record, called a learning support plan, will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Parents/carers can get in touch with their child's teacher via direct message on Class Dojo, phoning the school office to make an appointment or making an appointment with the teacher at the end of the day handover in the playground.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting

Complete a survey.

8. How will the school adapt its teaching for my child?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please see our Accessibility Plan which is available to download on our website <https://www.keyhambarton.plymouth.sch.uk/policies> or a paper copy is available from the school office.

At Keyham Barton, inclusion underpins all that we do. We believe in the potential of every child and work hard to ensure no-one gets left behind, regardless of any starting point, disability, age, gender or status in life. Our first layer of support is the high quality teaching we deliver. Every child is expected to make progress and we adjust teaching methods to ensure that they do well. We also build in regular meetings between teachers and senior leadership to monitor progress and intervene with early intervention where required. This includes regular and rigorous monitoring of the progress made across the curriculum as well as elements of social and emotional wellbeing and mental health. We are a trauma informed school and so our culture is one of acceptance and empathy. This will ensure our high quality teaching, pastoral approach and high expectations for every child results in everyone achieving their full potential.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way your child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support pupils on a 1-to-1 basis using personalised learning, addressing individual needs when additional assistance is essential for progress.

Teaching assistants will support pupils in small groups to foster personalised learning, enhance engagement, and ensure tailored interventions are effectively implemented when challenges arise.

We may also provide the following interventions:

- Phonics
- Communication and Language
- Trauma Informed support
- Play therapy

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables and visual cues. Consistent routine with clear transitions and a classroom organised to reduce sensory overload. Social stories and role-playing to develop communication and social interaction skills. Task breakdown - break tasks into smaller, manageable steps with clear instructions. Flexible seating arrangements. Use of technology Use of peer buddies. Sensory breaks and calm down zones.
	Speech and language difficulties	Speech and language therapy Visual aids Model language and encourage turn taking Give processing time Think about seating arrangements, working in small groups and structured routines. Use multi-sensory approaches, simplified instructions and interactive activities.

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Reading and Writing ● Use audiobooks and text-to-speech software for reading materials. ● Provide guided reading sessions with explicit teaching of phonics and decoding skills. ● Allow extra time for reading and writing tasks. ● Use graphic organisers to help plan writing and structure ideas. ● Provide resources - writing slope. Mathematics ● Employ manipulatives (e.g., counters, number lines) to make abstract concepts more concrete. ● Incorporate visual aids and diagrams in lessons. ● Use games and interactive apps that focus on building number skills. ● Allow the use of calculators for complex calculations to aid understanding. Fine and Gross Motor Skills ● Provide writing tools designed for easier grip (e.g., triangular pencils). ● Incorporate activities that promote fine motor skills, such as cutting, gluing, and threading. ● Consider posture and seating arrangements for comfortable movement during tasks. ● Enable the use of laptops or tablets for written tasks to reduce the stress of handwriting. Classroom Environment ● Maintain a clutter-free workspace to reduce distractions. ● Use a visual timetable to provide structure and predictability for the student. ● Clearly label classroom materials and areas to assist in navigation. ● Ensure that seating arrangements are supportive, allowing the student to focus and engage with learning materials easily.
	Moderate learning difficulties	
	Severe learning difficulties	

Social, emotional and mental health	ADHD, ADD	Structured Environment: • Create a predictable classroom routine. • Use visual schedules and timers to help the child manage time. Classroom Management: • Implement behaviour management strategies such as positive reinforcement to encourage desirable behaviour. • Establish clear, consistent rules with immediate feedback. Instructional Strategies: • Break tasks into smaller, manageable segments. • Use multi-sensory teaching techniques to engage different learning styles. Seating Arrangements: • Flexible seating arrangements • Fidget tools or seating options that allow for movement. Additional Support: • Allow for extra time on tasks and assessments if required. • Provide access to a support staff member for additional one-on-one assistance. Social Skills Training: • Facilitate small group work and cooperative learning opportunities to encourage peer interaction and social skills development. Emotional Support: • Incorporate mindfulness exercises or calming activities to help manage anxiety and emotional regulation.
	Adverse childhood experiences and/or mental health issues	Trauma-Informed Approach: • Implement policies and practises that acknowledge and respond to the impacts of trauma. Flexible Learning Opportunities: • Adjust deadline expectations and allow for breaks as needed. Peer Interventions: • Foster positive peer relationships through structured group activities. Social Skills Training: • Provide targeted lessons on emotional literacy and interpersonal skills. Mindfulness Practices: • Introduce breathing exercises, yoga, or relaxation techniques during class. Regular Check-Ins: • Engage in informal discussions to gauge the student's emotional state and needs. Positive Behaviour Reinforcement: • Reinforce desired behaviours to build confidence and self-esteem. Visual Supports: • Use visual timetables and cues to help the child understand transitions and expectations.

Sensory and/or physical	Hearing impairment	Classroom Positioning: - Place the student close to the teacher and away from noise distractions. Ensure they can see your face clearly when speaking. Visual Supports: - Use visual aids such as pictures, diagrams, and written instructions to reinforce spoken language. Clear Speech: - Speak clearly and at a moderate pace. Avoid covering your mouth when speaking. Assistive Technology: - Use FM systems or soundfield systems that amplify the teacher's voice if necessary and on the advice of the Teacher for the Deaf.. Body Language and Facial Expressions: - Use expressive body language and facial expressions to help convey meaning. Small Group Work: - Encourage the student to participate in small group activities where communication is more manageable. Pre-Teaching Vocabulary: - Introduce new vocabulary and concepts in advance of lessons to build familiarity. Peer Support: - Pair the student with a buddy who can assist and encourage them during group tasks.
	Visual impairment	Visual Supports - Use of Visual Aids: Employ large print materials, tactile resources, and digital tools that magnify text and images. - Clear Layout: Ensure that classroom materials are organised logically and are easy to navigate. Teaching Techniques - Multi-Sensory Learning: Engage the student through auditory, tactile, and kinesthetic activities alongside visual instruction. - Explicit Instructions: Clearly explain tasks and expectations verbally, using simple language. Assistive Technology - Screen Readers and Braille Displays: Introduce technology that allows for reading digital texts through auditory output or tactile feedback. - Electronic Magnifiers: Equip the student with devices that can enlarge print and images during lessons e.g. ipad Classroom Organisation - Clear Pathways: Arrange furniture to create uncluttered walkways, ensuring the student can move around safely. - Consistent Environments: Try to keep the classroom layout consistent, so the student can build familiarity and confidence in navigating the space.

Multi-sensory impairment	Use of Multi-Sensory Teaching: ● Incorporate tactile, auditory, and visual elements in lessons. ● Engage different senses through hands-on activities, musical lessons, or visual aids. Communication Support: ● Explore alternative communication methods such as sign language, symbols, or communication boards. ● Use clear, simple language and confirm understanding by encouraging back-and-forth communication. Individualised Learning Plans: ● Develop a tailored learning plan based on the student's strengths and challenges, setting achievable goals. ● Include specific adjustments for assessments to ensure accessibility. Flexible Grouping: ● Use small group work to foster peer interaction, allowing the child to engage with peers in a supportive environment. Assistive Technologies: ● Investigate tools that might help, such as text-to-speech software, augmented communication devices, or adapted materials that cater to their sensory needs. Structured Routine: ● Provide a consistent and predictable classroom routine that can help reduce anxiety. ● Use visual schedules to help the child anticipate transitions.
Physical impairment	Physical Accommodations ● Accessible Resources: Ensure that all learning materials are within easy reach for the student. ● Modified Seating: Use adjustable or specialised furniture to accommodate wheelchair users or those with mobility aids. ● Assistive Technology: Integrate technology such as speech-to-text software or tablets as part of the child's learning experience. Instructional Strategies ● Multi-sensory Approaches: Employ approaches that engage various senses, such as visual aids, hands-on activities, and auditory supports. ● Chunking Tasks: Break down learning tasks into smaller, manageable steps to avoid overwhelm. ● Flexible Grouping: Use varied group configurations to encourage social interaction while considering physical capabilities. Social-Emotional Support ● Peer Buddies: Assign a buddy to help facilitate social interactions and assist during physical activities. ● Emotional Check-ins: Regularly check in with the child to discuss feelings and challenges they may be experiencing. ● Social Skills Training: Implement activities that promote social skills and peer engagement.

These interventions are part of our contribution to Plymouth City Council's local offer and can be viewed using the following link <https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

9. How will the school evaluate whether the support in place is helping my child?

At our school, we are committed to providing high-quality support for pupils with Special Educational Needs (SEN). We evaluate the effectiveness of our provision through regular reviews of each child's progress towards their individual goals every term. After six weeks, we assess the impact of specific interventions to ensure they are meeting needs effectively. Additionally, we gather insights from pupil questionnaires and carry out consistent monitoring by our SENDCo. We also employ provision maps to measure progress quantitatively and conduct an annual review for those with an Education, Health and Care plan, ensuring that every child receives the tailored support they require.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This will usually require applying to an Educational Health and Care Plan. This plan may include recommendations about the way in which any additional funding should be used. If the school needs to recruit additional staff, they will follow the Plymouth Cast recruitment policy. Approval for all posts must be sought from the Trust before the school can begin the recruitment process.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Shallowford Farm in Year 6.

All pupils are encouraged to take part in our whole school/class Masses, sports day, school plays, special workshops, sporting events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At our school, we are dedicated to ensuring that all prospective pupils, particularly those with Special Educational Needs and disabilities, are welcomed and supported right from the admissions process. We actively encourage applications from families of children with SEN and disabilities, understanding that every child has unique needs that we aim to meet.

For children whose Education, Health and Care (EHC) plans name our school, we prioritise their admission. This guarantees that they secure a place before any other applications are considered, ensuring that their specific requirements are recognised and catered for.

Our oversubscription criteria have been designed with inclusivity in mind, meaning that we strive to avoid unfairly disadvantaging any prospective pupil due to their disabilities or special educational needs. We assess applications based on a variety of factors, including a child's needs and potential support available, ensuring fairness and transparency throughout the process.

We believe that every child deserves the opportunity to thrive in an environment tailored to their individual circumstances, and we take pride in fostering a nurturing and inclusive community for all.

13. How does the school support pupils with disabilities?

At our school, we are committed to ensuring that all pupils, including those with disabilities, receive equal opportunities to thrive in their educational journey. We actively take measures to prevent disabled pupils from being treated less favourably than their peers by fostering an inclusive environment where every individual's needs are acknowledged and met.

To support our pupils with disabilities, we have implemented various strategies, including staff training on inclusive practices and the creation of Learning Support Plans tailored to each child's specific needs. We also collaborate closely with parents and external specialists to ensure a holistic approach to support.

To access our school's accessibility plan, parents can visit our website using the following links <https://www.keyhambarton.plymouth.sch.uk/policies> or request a copy from the school office. This plan outlines our ongoing commitment to increasing the participation of disabled pupils in the curriculum, which involves adaptive teaching methods and differentiated activities to suit varying capabilities.

Furthermore, we aim to continually improve our physical environment to ensure that all pupils can take full advantage of the educational benefits, facilities and services we offer. This includes regular audits of our premises to identify areas for improvement.

Lastly, we recognise the importance of accessible information and strive to ensure that all communication is straightforward and easily understood by disabled pupils. We provide materials in various formats and offer support when needed, ensuring that everyone can fully engage with the learning process. Your child's success is our priority, and we are here to support them every step of the way.

14. How will the school support my child's mental health, and emotional and social development?

At our school, we take a comprehensive and compassionate approach to supporting students with Special Educational Needs (SEN). In alignment with our commitment to becoming a Trauma Informed School, all staff members undergo training to help them detect signs that children may be experiencing social, emotional, or mental health difficulties. This training empowers our teachers and support staff to provide the right support at the right time, ensuring that every child feels safe and valued within our learning environment.

We believe that every pupil, particularly those with SEN, should feel a sense of belonging and community. To facilitate this, we actively encourage students to participate in our School Council. This involvement not only gives them a voice in decision-making processes but also fosters their social development and self-esteem. We value their opinions and insights, which enhances their connection to the school community as a whole.

In our efforts to understand how well students are settling into school, we administer an annual School Bonding Questionnaire. This survey seeks feedback on their emotional and social connections with peers and staff. The insights gathered allow us to make necessary adjustments to our practices and address any issues promptly, ensuring that all students feel they have the support they need.

In terms of safeguarding, we maintain a strict zero-tolerance approach to bullying. We actively work to prevent bullying through a range of measures, including regular assemblies and workshops that promote respect, empathy, and understanding among students. Our staff is vigilant and trained to intervene at the earliest sign of bullying behaviour, ensuring that our school remains a safe space for everyone.

To further support our families, we have appointed a dedicated Parent Support Advisor who is available to assist both parents and children. This role is crucial in bridging the gap between home and school, providing resources, advice, and a listening ear to those who need it most. Whether it's offering guidance on accessing external support services or simply being there to talk, our Parent Support Advisor plays a vital role in our community.

At our school, we are committed to fostering an inclusive environment where every child can thrive. By addressing the emotional, social, and educational needs of pupils with SEN, we aim to equip them with the tools necessary to succeed both inside and outside the classroom.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At our school, we recognise the importance of ensuring a smooth transition for all pupils, particularly those with Special Educational Needs (SEN). We are committed to providing tailored support for our pupils as they progress between years, schools, and phases of education. Our approach is designed to foster confidence and independence, allowing each child to thrive as they move forward in their educational journey.

Transitioning Between Years

To facilitate a smooth transition from one year to the next, we implement several key strategies. At the end of each academic year, we arrange a final meeting where the current teacher and the incoming teacher come together to discuss the specific needs of pupils with SEN. This collaboration allows the new teacher to understand the context of each child's learning requirements and emotional needs.

Additionally, we schedule opportunities for pupils to engage in lessons with their incoming teacher towards the end of the summer term. These sessions are invaluable as they provide pupils with a chance to familiarise themselves with their new classroom environment, build relationships with their new teacher, and reduce any anxiety associated with moving to a different year group.

Transitioning Between Schools

For those pupils preparing to move on from our school to a new setting, we believe in open lines of communication. We begin this process by consulting both parents and pupils to identify the information they wish us to share with the new school. This information may include insights into the child's learning style, behavioural strategies that work well, and any pertinent medical or social information. By listening to the parents and the child, we ensure that we provide a comprehensive picture to the new establishment, setting the stage for continued support.

Transitioning Between Phases

Our approach to transitions between various educational phases is multifaceted, particularly for pupils moving from nursery or pre-school to our school, and then from our school to secondary school. When pupils are transitioning from nursery or pre-school, we take a proactive approach by organising collaborative meetings between our SEN Coordinator (SENCO) and the staff at the previous setting. These meetings are complemented by visits to the nursery or pre-school environment, where our SENCO can observe the children in a familiar context.

To further ease the transition, we arrange 'come and play' sessions that provide children the opportunity to explore their new classroom and meet staff members in a relaxed setting. Additionally, we host welcome meetings for parents, where they can meet key staff who will be involved in their children's education, ensuring they feel informed and supported during this transition period.

When moving from our school to secondary school, we continue our collaborative efforts. The SENCO from the secondary institution visits our school for a meeting with our SENCO to discuss the needs of all pupils receiving SEN support. This direct dialogue allows both schools to align their practices and ensure that strategies are in place to

maintain continuity of support. There are also planned enhanced transition times for children to visit their new secondary school to become familiar with the layout and staff.

Overall, our school's dedication to supporting pupils with SEN during transitions is evident in our structured yet flexible approach. We understand that each child's journey is unique, and we strive to equip them with the organisational skills and knowledge to navigate these changes confidently. By reinforcing their independence and addressing any concerns, we aim to make every transition as seamless as possible, allowing our pupils to flourish in their educational pursuits.

16. What support is in place for looked-after and previously looked-after children with SEN?



Sarah Rowe, our Headteacher and designated teacher for looked-after children and previously looked-after children will work with Cathy Breslin, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a concern about my child's SEN support?

If you have concerns about the progress your child is making or the support they are receiving you should speak to the class teacher in the first instance. They may suggest that you have a meeting with the SENDCo to discuss your concerns and work together to agree how to address these. If you are still concerned you should follow the school complaints procedure. You can find a copy of that here [Keyham Barton complaints procedure](#)

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Plymouth City Council, local offer. Plymouth City Council publishes information about the local offer on their website:

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.plymouthias.org.uk/>

<https://www.plymouthonlinedirectory.com/childrenandfamilies/childrenscentres> - Children's Centres and Family Hubs in Plymouth

Local charities that offer information and support to families of children with SEN are:

<https://plymouthpcv.co.uk/> - The Plymouth Parent Carer Voice (PPCV) brings together parents and carers of children and young people with special educational needs and disabilities (SEND) in Plymouth.

<https://www.friendsandfamilies.org.uk/> - For activities and support for families with children and young people with additional needs and their siblings.

<https://www.facebook.com/profile.php?id=100064457302095#> - Plymouth Autism Parent Support Group

<https://www.facebook.com/giveachildachanceplymouth/> - Give a Child a Chance

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a pupil's needs

EHCP needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages