



South Hams Federation

Executive Head Teacher: Mrs. Tess Coulthard

Chair of Governors: Mrs. Jane Greaves



Loddiswell Primary
School
Head of School:
Lucinda Kirkham



Malborough with South
Huish Primary School
Head of School:
Lauren Stallard



Modbury Primary
School
Head of School:
Lou Nicholls



Stokenham Area
Primary School
Head of School:
Tess Coulthard

Special Educational Needs Disabilities Policy

Approved by:	Tessa Coulthard	Date: July 2026
Last reviewed on:	July 2025	
Next review due by:	July 2027	

Policy Statement

The South Hams Federation is committed to providing an inclusive, ambitious and nurturing educational environment for every child. We are committed to providing excellent education for every child, every day and allowing all to thrive, participate fully and achieve meaningful outcomes.

This Special Educational Needs and Disabilities (SEND) Policy aims to make clear our commitment to high quality education for all students. Each school within our federation will publish a SEND information report that is available on the school's website.

This policy was developed in consultation with parents/carers, staff and pupils of the school communities and pays due regard to:

- The SEND Code of Practice: 0-25 years (January 2015)
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010

Management of SEND within the Federation

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class whatever their educational needs. The Executive Headteacher and Governors have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinators (SENDCos). The Federation currently has a Strategic Lead for SEND (Lead SENDCo) to oversee SEND provision across all schools. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school ethos

Executive Headteacher		Tess Coulthard		
Governor responsible for SEND		Fiona Rendell		
Strategic Lead for SEND		Ginny FRENCH		
Stokenham	Head of school	Tess Coulthard	SENDCO	Imogen Woollard
Loddiswell	Head of school	Lucinda Kirkham	SENDCO	Ginny French
Modbury	Head of school	Louise Nicholls	SENDCO	Ginny French
Malborough with South Huish	Head of school	Karla Pearson	SENDCO	Charlotte Miller & Clare Parsons

In line with recommendations in the SEND Code of Practice the SENDCos are responsible for:

- Overseeing the day-to-day operation of this policy
- Coordinating early identification processes, including screening, observation and assessment
- Overseeing the graduated approach
- Coordinating provision for pupils with SEND, ensuring support is matched to individual needs
- Ensuring pupil and parent voice is central to decision making
- Liaising with external agencies and professionals including the DCC SEND support and educational psychology services, health and social services.
- Supporting teachers to narrow the gap of attainment between vulnerable groups and cohorts
- Working with and advising teachers and teaching assistants
- Contributing to training and professional development of staff

The SENDCos are responsible for keeping the Head of School and governors fully informed.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. The schools within the South Hams Federation regard pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia

(writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties;

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviour that challenges. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, Adverse Childhood Experiences, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognize that many children with SEND may have comorbid SEMH needs. Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD).
- Attention Deficit +Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction needs;

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)
- Developmental Language Disorder

Sensory and/or Physical needs;

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties

can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Identification and Assessment

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. We accept the principle that pupils' needs should be identified as early as possible. We adopt procedures for identification and assessment:

- Analysis of data including: baseline data, foundation stage profile, speechlink and language link assessment, year 1 phonics screening, NFER assessments and end of Key Stage SATs
- Incoming information from previous settings
- Tracking individual pupil progress over time using sonar data tracking
- Termly pupil progress meetings
- Half termly SEND team meetings to discuss needs, progress and referrals
- Pupil or parent raising concerns

If a child requires support that is additional to, or different from his/her peers they are placed on the SEND register and will be recorded as receiving additional SEND support at school.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Statutory Assessment of Needs (EHC)

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular reviews recorded in minutes of TAC meetings will help Devon County Council (DCC) in determining when this statutory assessment of needs is required.
- Where a pupil has an Education Health and Care Plan (EHCP), Devon County Council must review the plan every twelve months as a minimum. Schools have a duty to co-operate consequently, all schools within the South Hams Federation will hold annual review meetings on the behalf of Devon County Council and complete the appropriate paperwork for this process.

Inclusion Strategy

Each school will make explicit how leaders will ensure high quality ordinarily available provision which meets children's need and fulfils conditions of the inclusive mainstream grant. The inclusion strategy will be published on the school's website by 31st December and updated annually.

The contents of the strategy will report on the commonly occurring, predictable needs within a school's cohort and the barriers to learning pupils with additional needs face. It will also set out the activities and approaches taken to support the strategy and meet the needs of the cohort. Each school will ensure that their Inclusion Strategy is easily accessible and set out in clear, straight forward language.

The Inclusion Strategy is grounded in the government's 'seven principles of inclusion', which are:

- Ambitious leadership and governance that embeds inclusion
- Evidence-based support prioritising early intervention
- High quality teaching with curriculum designed for all learners
- Accessible and enriching provision beyond the classroom
- A safe and respectful culture fostering belonging and attendance
- Strong partnerships with families and wider services
- Inclusive environments with continuous improvements to accessibility.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and

responsibilities in enhancing progress and achievement in school. The South Hams Federation aims to work in close partnership with parents and carers and the Local Authority for our Children in Care (CIC) or Looked After Children (LAC). We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education and have their voice heard
- inviting parents to parent consultation meetings with the SENDCo
- inviting parents to parents' evenings with the class teacher 2x year
- making parents and carers feel welcome in the school
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- aiming to instil confidence that we will listen and act appropriately to parental concerns
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child where appropriate and ensuring the child is aware of these
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Devon Information Advice and Support (DIAS) service
- encouraging communication through telephone and email
- providing all information in a 'parent friendly' and accessible way
- ensuring the SEND Information Report is available on the website
- Parents/carers with children on the SEND register have the opportunity to meet the SENDCo up to 3 times a year. The SENDCo is happy to meet with parents/carers without prior arrangement, whenever possible.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavor to fully involve pupils wherever possible by including pupils in:

- Identifying their own needs and learning about their self and school as learners
- Individual target setting – making their own suggestions and reviewing their previous targets
- Self-reflection on their progress and learning
- Formal reviews

Additional Information:

SEND Code of Practice:

<https://www.gov.uk/government/consultations/special-educational-needs-SEND-code-of-practice-and-regulations>

Devon Information Advice & Support for SEND (DIAS) for parents:

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

Devon SEND Local Offer (Devon CC)

<https://new.devon.gov.uk/send/>

