
SEND INFORMATION REPORT - NEWTON POPPLEFORD PRIMARY SCHOOL 2023



This School Information Report (SIR) is written for parents and carers to show our schools part in supporting the Devon County Council's 'Local Offer' for children with SEND. The Local Offer can be accessed here: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

This SIR can be read alongside our school's SEND policy and explains how the SEND policy is used. Our SEND policy contains more technical details about SEND at Newton Poppleford Primary School and can be accessed here: <https://www.newton-poppleford.devon.sch.uk/website/send/95763>

Our Intent

At Newton Poppleford Primary School we strive to provide every child with the opportunity to achieve their best. As a school we are committed to offering an inclusive curriculum to ensure that the best possible progress is made for all pupils whatever their needs or abilities. We have high expectations for everyone, supporting students with Special Educational Needs and Disabilities (SEND) within the classroom by quality first teaching with differentiation, scaffolding, modelling and personalised teaching as needed. We use specialist strategies, which include a strong commitment towards training and developing all teachers and teaching assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEND'. Excellent care, guidance and support contributes significantly to pupils' personal development to make them feel safe and secure and achieve the best possible academic and personal progress.

We work hard to ensure that students are accurately identified and that barriers preventing full access to learning are addressed early. We work collaboratively as part of a close-knit community to facilitate support for a wide range of individual student needs both in the short and longer term. We hope to work holistically, fully involving parents in the education of their child with SEND. We use effective communication with all key adults to facilitate collaborative working and support.

At our school we:

- Have a designated SENDCo who works alongside our Senior Leadership team and who has completed the National Award for SEN Coordination. Our SENDCo is Debbie Tollerfield
- Have a named Governor for SEND. Our SEND Governor is Rebecca Layman
- Have a SEND Information Report and SEND policy which are available on our school website and reviewed yearly by the SENDCo, Head teacher and Governors.
- Contribute to SEND peer reviews.
- Ensure pupils with SEND have full access to the curriculum including extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's plan, do, review, assessment processes include a reporting mechanism for SEND. (e.g. My Plan and /or Graduated response tool)

Definition of SEND: The SEND Code of Practice 2014 defines SEND as: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or,
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Contact Details

Special Educational Needs and Disabilities Co-ordinator(SENDCo)	Debbie Tollerfield debbiet@newton-poppleford.devon.sch.uk 01395 568300
SEND Governor	Rebecca Layman rebeccal@newton-poppleford.devon.sch.uk 01395 568300
Where is the local authority's local offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of pupils with special educational needs.	DiAS (Devon Information Advice and Support) gives free, confidential and impartial information about special educational needs and disability (SEND). https://devonias.org.uk/ Helpline 01392 383080
Little Popples Pre school SENDCO	Kelly Downs kellyd@newton-poppleford.devon.sch.uk 01395 568300

Implementation

Question	Our school response.
<p>What special educational needs are provided for at Newton Poppleford Primary School?</p>	<p>Newton Poppleford Primary School is a mainstream setting with 186 pupils from Nursery/Reception to Year 6 including children at Little Popples Preschool. We provide the structure for a pupil-centred process that engages pupils, families, schools and other professionals in planning for, and implementing, high quality needs led provision that is consistent across the school. This is to ensure all our pupils are able to access the same opportunities for learning and social development thereby achieving maximum progress, fulfilling their potential and promoting their well-being.</p> <p>Our school caters for students with needs across all of the four broad areas of need as laid out in the SEND Code of Practice 2014. These include, but are not limited to, those listed below. Students may have needs in one or more of these areas.</p> <div style="text-align: center;"> <p>The diagram consists of four overlapping circles arranged in a 2x2 grid. The top-left circle is yellow and labeled 'Cognition and Learning'. The top-right circle is blue and labeled 'Social, Emotional and Mental Health'. The bottom-left circle is pink and labeled 'Communication and Interaction'. The bottom-right circle is green and labeled 'Sensory and/or Physical'. All four circles overlap in a central area.</p> </div> <p>We currently have 30 children on the SEND register including 9 children with an Education, Health and Care Plan (EHCP) and are supporting the following types of needs:</p> <p>Cognition and Learning - this includes moderate (MLD) and severe learning difficulties (SLD) such as global developmental delay difficulties where support is needed across the curriculum. It also covers difficulties which affect one or more aspects of learning (SpLd) which encompasses a range of conditions such as dyslexia and dyspraxia.</p> <p>Communication and Interaction - this includes speech and language, social skills, communication and includes developmental language delay, autism and ADHD.</p> <p>Social, Emotional and Mental Health Difficulties - this includes anxiety, ADHD, self-esteem, behaviour and self-regulation difficulties which at times affect ability to learn.</p> <p>Sensory and/or Physical Needs - Sensory needs, Hearing Impairment (HI), Visual Impairment (VI) and Physical Impairment.</p>

How do we identify pupils with SEND?

SEND?

At school we work hard to ensure that pupils needs are accurately identified and that barriers preventing full access to learning are addressed.

A pupil will be identified as having a special educational need if they have a learning difficulty or disability which calls for special education provision to be made **which is additional to or different from that normally available in a differentiated curriculum**. We regard pupils as having a Special Educational Need if they:

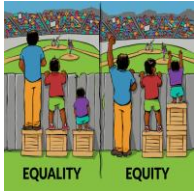
- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- A child under compulsory age has special 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)

At Newton Poppleford Primary School, we aim to secure early identification of learners with additional needs and to review and amend provision as required. For students who need extra support, work is differentiated (adapted to individual learning styles) with advice and support from the SENDCo and their team. Where students continue to make less than expected progress, despite high quality teaching targeted at areas of need, we will use a graduated response to assess whether a student has a significant learning needs or disability.

Children are identified as having Special Educational Needs through a variety of ways including the following:

- The analysis of information, including entry profiles, reading ages, literacy levels, numeracy levels and pupil assessment.
- Concerns raised by the class teacher.
- Concerns raised by parents/carers.
- After being identified through internal assessment in school or as part of ongoing tracking throughout the year.
- The child is performing below age expectations or making limited progress after an intervention has been in place.
- Consultations between class teachers, SENDCo, parents, pupils and members of the leadership team
- Information from, and liaison with, other services including specialist assessment and professional advice from external agencies e.g. Speech and Language Therapist, Educational Psychologist, SEMH Team, Occupational Therapy or Communication & Interaction Team.
- Health diagnosis through a paediatrician (this may include needs associated with Autism and/or ADHD as well as physical difficulties.)
- Liaison with previous setting or school.
- Concerns raised in a Team around the family (TAF) or Early Help meeting.
- Concerns voiced by the pupil themselves.

How does the school approach teaching pupils with SEND and what adaptations are made to the learning environment?



Quality First Teaching

At Newton Popleford Primary we passionately believe that all teachers are teachers of children with SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. We strive to ensure we provide equity for all our pupils. We have a broad and balanced curriculum and we expect all our pupils, including those with special educational needs, to be fully involved in all lessons and extra-curricular activities. High Quality First Teaching (HQT or QFT) is there for every child in our school and our highly skilled teachers use a variety of techniques to ensure that all children are able to fulfil their potential. Quality first teaching in the classroom includes adjusted plans and resources for individual students and is the first step in responding to students who may have additional needs. There is an expectation that teachers are highly aware of the learning needs of all children and ensure that the learning is coherently sequenced to SEND pupils needs, starting points and aspirations.

We have minimised the number of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

Our provision includes:

- Quality first teaching, with appropriate adjustments made for all pupils (including the 5 a day QFT recommendations we use from the Education Endowment Foundation for more details please follow this : https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf)
- Lessons starting with retrieval practice and being planned with cognitive overload in mind. Learning links build upon previous lessons and these links are made explicit to the children.
- The adaptive approach to individual needs within realistic classroom expectations across all subjects.
- Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate.
- Assisted technology is available in the classroom including laptops, Chrome Books and iPads. These can be used for assisting with written responses such as voice to text or accessing specific IT support programmes in the classroom.
- Using the same learning objective but using real life experience or special interest topics to facilitate some children being able to engage, particularly children with Autism.
- Pre-teaching vocabulary, with word mats being available as well as key new vocabulary displayed on walls.
- Spelling programmes that offer a multi-sensory approach to learning spelling.
- Practical resources available in every classroom to support learning.
- Visual timetables in every classroom.

What should I do if I think my child may have Special Educational Needs?

Please come into school and ask to talk to your child's class teacher in the first instance as they will be your initial point of contact. They will share with you how we are supporting your child. You can also contact the school's SENDCo Mrs Debbie Tollerfield via the school office.



What happens if specific SEND needs are apparent?

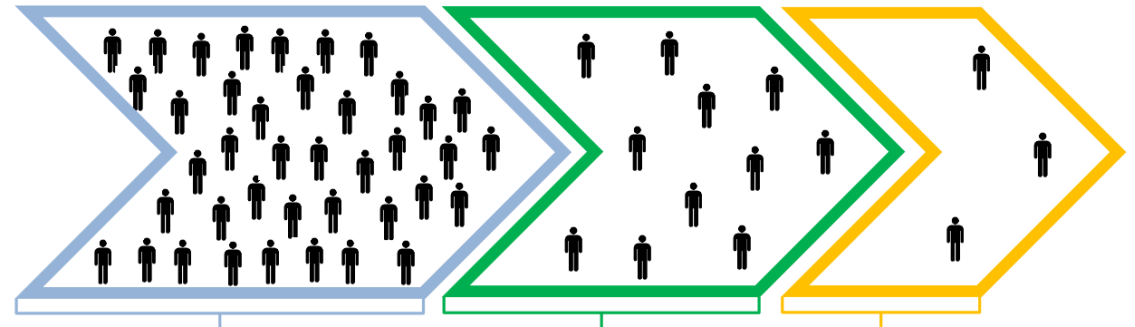


Graduated Response

Where specific needs are apparent, our school has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Devon Graduated Approach to Inclusion framework is used as a tool to support teachers and school leaders to identify, assess, record and review the needs of children and young people requiring additional or special educational provision.

There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.

SEN: A Graduated Response to meeting need



<p>Universal provision <i>all schools, every classroom, every teacher and all children.</i></p> <ul style="list-style-type: none"> • A broad and balanced curriculum <ul style="list-style-type: none"> ○ differentiated for individual pupils ○ the first step in responding to pupils who have, or may have SEN • High quality teaching with good lesson planning <ul style="list-style-type: none"> ○ suitable and ambitious targets for every child ○ monitoring the quality of teaching & learning to ensure it's appropriate is in all schools <p><i>Funding and expertise is in all schools for all this provision.</i></p>	<p>Targeted Provision <i>all schools, every classroom, every teacher, and some children.</i></p> <p><i>Universal provision and ...</i></p> <ul style="list-style-type: none"> • School based plan that identifies needs, sets outcomes and specifies support • Professional advice may be required for some children • Children are likely to have barriers to learning - schools are responsible for removing these barriers through assess, plan, do and review • Support is 'additional to and different from' the universal provision <p><i>Funding and expertise is in all schools for most of these children.</i></p>	<p>Specialist Provision <i>all schools, some classrooms, every teacher and very few children.</i></p> <p><i>Universal provision + targeted provision and</i></p> <ul style="list-style-type: none"> • More specialist intervention and advice • Children may have long term complex needs and/or disabilities • The child may be supported through an EHCP • Provision may be in a special school • Some children may have complex health needs. <p><i>This provision may need additional local authority funding (top up funding)</i></p>
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How will I know about support for my child?



My Plans / Targeted Provision

Where a child's needs are not being met through quality first teaching and the adaptive approach, the teacher supported by the SENCo will complete the graduated response tool alongside other current assessment information to identify the pupil's areas of need.

A school based My Plan will then be drawn up stating the child's needs, including specific short-term outcomes which will be monitored regularly by the class teacher and other support staff. The outcomes will match your child's needs and consider any support or interventions they may be receiving in school. This My Plan then forms the basis of the Assess, Plan, Do, Review cycle and a copy of the My Plan will be sent home to parents termly to give parents a chance to add parent and child contributions. Your child's My Plan will be reviewed at regular intervals to ensure the child is making progress. There will be an opportunity to discuss your child's progress against these outcomes with the class teacher or SENCo at parent consultations or via appointment.

The provision in the My Plan builds upon universal provision and is therefore additional to, or different from it, in some way. Most children with a My Plan will be entered onto the SEND register at code K (SEN support) whilst they are receiving additional support. The child will continue to be monitored once the additional adaptive provision has ended until the Teacher and SENDCo, in discussion with the parents, are happy that there is no longer a specific SEND need. Each child who is on the SEN Support List will receive a 'My Plan'.

Sometimes a child may need support from an external agency to support their needs. In this instance parents will be consulted and their consent will be obtained. A more detailed support program may be agreed by parents and other professionals in a 'Team around the Family' meeting (TAF).

Children with an Education, Health and Care Plan (EHCP) have an Annual Review meeting where progress against outcomes is discussed in detail and plans for the next 12 months are agreed with parents. At times of transition to other schools, additional meetings and support plans are put into place for children and their families.

EHCP (Education and Health Care Plan)

If despite the additional targeted provision, the child continues to have longer term unmet SEND needs or disabilities, it will be necessary to seek additional advice and support from outside agencies such as Speech and Language or an Educational Psychologist. If following the implementation of this advice the child still needs longer term additional support to meet their needs, then an EHCP may be applied for.

The Local Authority provides notional and more targeted funding for children with SEND dependent on level of need. This funding is used to secure equipment and facilities to support learners with SEND.

What sort of support might my child have?



Our school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom, we provide a range of additional support to enable children to achieve this through Quality First Teaching and adaptive approaches. The curriculum may be adapted to meet individual children's special educational needs. It is however recognised that some children may need additional or different provision for varying amounts of their timetable.

In discussion with parent's children may work individually or in smaller groups. This additional provision may include:

- Literacy / Maths Intervention
- Phonics and reading interventions and support
- Social, Communication and Interaction Interventions
- Fun Fit and High Five groups
- Speech and Language
- Mentoring and behavioural support
- Wellbeing / promoting positive mental health
- Lego therapy
- Social stories / comic strip conversations
- Zones of regulation
- Personalised provision through adapted resources such as wobble cushions, ear defenders
- Language groups using Language Link
- Pre and Post teaching and learning of vocabulary or concepts
- Dyslexia friendly support
- Boxall Profile and support from the SEMH advisory Team to identify and support some children with their social, emotional and mental health needs and behaviour.
- Precision Teaching
- Sensory and /or physical needs including OT programmes
- Nessy Reading and Spelling – Dyslexia support
- Special IT programmes and Apps touch typing support to facilitate access to independent learning.
- An extensive range of additional resources including reading rulers, overlays, use of coloured and specially lined papers, move and sit cushions, writing slopes, pencil grips, weighted blankets, Widgit online visuals, Google dictate on laptops, social stories, emotional thermometers, the 5-point scale, use of behaviour care plans, relational support plans and co-regulation plans.

How do we evaluate the effectiveness of provision for pupils with SEND?







- Parents, carers, pupils, governors and staff are all involved in reviewing the impact of support and interventions for learners with SEND.
- We follow the assess, plan, do review model and aim to ensure that parents/carers and children are involved in each step.
- Before any additional support or provision is implemented to help a child the SENDCo, Teacher, Parent and learner agree on what they expect the end outcome will be and a baseline will be agreed to measure impact.
- Teachers are continually monitoring the progress and outcomes for all pupils in their class as part of their universal provision and will adapt provision as required.
- The learner, parents/carers, teachers, TA's and SENDCo will all be directly involved in discussions when reviewing the progress of individual pupils with SEND and the impact of support given.
- Teachers and school leaders evaluate the impact of interventions and SEND provision at least termly and adapt as required. This review is part of the updating of the SEND learners My Plan. If a learner has an EHCP the same termly reviews take place but the EHCP is also updated annually
- The SENDCo makes classroom visits to see how pupils with SEND are accessing learning and being supported in making progress.
- Progress of SEND is reported termly to the Governors and our SEND Information Report, posted on the school website, is updated annually or when any significant changes are made to our provision.
- The SENDCo uses research evidence and guidance to help select the most effective support and provision and monitors their impact.



Other things that inform the effectiveness of provision are:

The graduated approach with cycles of Assess, Plan, Do, Review

- Data tracking for pupil progress
- My Plans
- School Provision Mapping
- EHCP reviews
- Observations and follow up parent meetings
- Specialist support assessments

<p>What support is available for improving the social emotional and mental health of pupils with special educational needs?</p> 	<p>All pupils are supported with their wellbeing and are encouraged to think, reflect and communicate on how they are feeling. They are supported in this by:</p> <ul style="list-style-type: none"> • High quality PSHE lessons. • Following a whole school relational approach. • Adjustments made to lunch time provision. • Wellbeing support and mentoring activities. and • Tailored support for individual pupils using materials including Boxall and zones of regulation. • Early Help for Mental Health. • Support with our Parent Support Advisor – Fiona Pyle. • School Council. • Pupil Voice. • Relational Support plans and coregulation plans. • Monthly Parent Drop In cafe to offer parents support with needs, information and signposting to other sources of support. • Signposting to local support groups and course providers via direct communication, via School Matters or on the wellbeing section of the school website. • Social stories, comic strip conversations and choice flow charts.
<p>What support is there for children in care who have SEND needs?</p>  <p>Devon Virtual School</p>	<p>We work in partnership with the Devon Virtual School to support children in care (CIC) this includes adopted children and children under special guardianship arrangements.</p> <p>The aim of Devon Virtual School is to do all they can to ensure all children in care to Devon enjoy their education, have access to the highest quality education provision and gain their best possible outcomes. Although they are not a real school with buildings and classrooms, the Virtual School works as any school to provide support and interventions to help each child achieve their best and thrive on their educational journey. They work with young people, designated teachers in schools, social workers, carers, families and other professionals to ensure high aspirations and targeted support is the shared goal of everyone involved with the young person.</p>

<p>What is the admissions policy for children with SEND at Newton Popleford Primary School?</p> 	<p>We are an inclusive school and parents can apply for a place for their child via the normal admissions procedure details can be found at : https://www.devon.gov.uk/educationandfamilies/school-information/apply-for-a-school-place/</p> <p>Details of our school admissions policy can be found on our school website. https://www.newton-popleford.devon.sch.uk/website/school_policies/90677</p> <p>If your child has an EHCP then admission will be as part of a consultation process managed by your child’s caseworker at the 0-25 Team at Devon County Council.</p>
<p>Can my child access clubs and activities?</p> 	<p>Other opportunities for learning.</p> <p>At Newton Popleford Primary School we believe that all learners should have the same opportunity to access extra-curricular activities. We offer a range of additional clubs and activities details of these are published termly in school matters and on our school website. We are committed to making reasonable adjustments to ensure participation for all so please contact our SENDCo, Debbie Tollerfield, if you wish to discuss specific requirements</p>
<p>Equality</p>	<p>Newton Popleford Primary School highly values the importance of the Equality Act 2010. This legislation places specific duties on schools including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make reasonable adjustments.</p> <p>For more details about the Equality Act please follow this link: https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=The%20Equality%20Act%202010%20legally,strengthening%20protection%20in%20some%20situations.</p> <p>Our school’s equality policy can be accessed here :https://www.newton-popleford.devon.sch.uk/website/school_policies/90677</p> <p>We support equity and equality and do not tolerate discrimination based on differences including SEND needs. If this is persistent and long term despite staff intervention then the stages outlined in our anti bullying policy will be followed: https://www.newton-popleford.devon.sch.uk/website/school_policies/90677</p>

<p>How accessible is Newton Poppleford Primary School?</p> 	<p>As a school we are happy to discuss individual access requirements. Facilities we have at present include:</p> <ul style="list-style-type: none"> • Ramps and paths into school to make the building accessible to all. • Lift • Toilets adapted from disabled users. • Wheelchair accessible doorways and classrooms. • Contrast in doorways and steps for those with a visual impairment. <p>More details can be found in our school’s accessibility policy which can be accessed at : https://www.newton-poppleford.devon.sch.uk/web/school_policies/90677</p>
<p>What training and expertise do staff have in relation to children with SEND?</p> 	<p>An audit of staff experience in SEND is undertaken annually.</p> <ul style="list-style-type: none"> • The SENDCO, Debbie Tollerfield holds the National Award for Special Educational Needs (NASENCO) qualification • The SENDCo attends the local termly SEND Network days. • The SENDCo regularly provides input at SEND specific staff meetings. • During the last academic year specific staff have undertaken individual training regarding SEND including Autism, ADHD, diabetes training, safeguarding, phonics, social stories and comic strip conversations, relational support practice, scaffolding for SEND in the classroom based on EEF research, passive intervention training, smart targets and Teaching Assistant SEND update meetings. • When required, specialist expertise from external services such as Communication and Interaction (C&I), Speech and Language Therapy (SALT), SEMH (Social Emotional and Mental Health), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP) and other services are employed as appropriate. • Staff had in school support from the Communication and Interaction Team and the Social, Emotional and Mental Health Team including specific programmes of support from Specialist Support Assistants. • Further training and discussion around SEND takes place during the regular half termly Teaching Assistant training meetings. At least half termly, staff have the opportunity to discuss any concerns or observations in relation to individual children. The SENDCo has an open-door policy for all staff to discuss their concerns. They are given immediate support and advice which is followed up by further professional discussions and monitoring as appropriate.

How do we at Newton Poppleford Primary School involve and consult with parents of children with special educational needs?



- Parents can contact or meet with their child's class teacher in the first instance.
- Parents can contact Debbie Tollerfield, our Special Educational Needs Co-ordinator directly by telephone: 01395 568300 or email: admin@newton-poppleford.devon.sch.uk
- We hold Team Around a Family (TAF) meetings as part of Early Help, where the relevant professionals working with your child can discuss progress and next steps.
- We hold termly Parent Meetings.
- We have monthly Parent drop ins with Fiona Pyle Parent Support Advisor and Debbie Tollerfield SENDCo .
- We are part of the Early Help Parent Partnership – Devon SEND offer <https://new.devon.gov.uk/educationandfamilies/specialeducational-needs-and-disability-send-local-offer>
- Your child's My Plan is updated and sent home termly. Your voice as a parent or carer is included as part of the My Plan.
- Marvellous Me communications are sent home regularly.
- Daily or weekly communication is also made via the home school diary when appropriate.

What arrangements are made for consulting young people with special educational needs and involving them in their education?



We greatly value the active participation of all our pupils in their education. This is facilitated by:

- Pupils have an active involvement in their own individual outcomes in their My Plan at least termly and their views (voice) are included in it.
- Pupils views are an important part of the Annual EHCP Review process.

In school pupil voice is also facilitated by:

- School council
- Class Teacher
- Parent Support Advisor
- SENDCo
- Wellbeing Mentor

Transition
Preparing for the next
step.



Transition is part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Newton Poppleford Primary School is committed to working in partnership with children, families and other schools to ensure smooth transitions occur. Planning for transition is part of our provision with SEND. Moving classes or schools will be discussed with you and your child and if necessary support and the opportunity for additional transition experiences will be provided. As part of transition there will also be sharing of information about your child's needs with their new teacher and or SENDCo of their new school.

For learners with an EHCP, transition to secondary school will begin to be discussed at a review in the Summer Term of Year 5, to ensure plenty of time for planning and preparation.

What arrangements
are in place relating to
the treatment of
complaints about
SEND provision?



If at any time you have concerns or are unhappy about your child's SEND provision it's important that you let us know. So we can work together to resolve the issue, please make an appointment with your child's teacher in the first instance.

Alternatively, if you would prefer, please feel free to make an appointment with our SENDCo, Debbie Tollerfield.

If you have concerns about the way a member of staff has acted Newton Poppleford Primary School has a complaints procedure, which can be found on the school website : https://www.newton-poppleford.devon.sch.uk/website/school_policies/90677

Parents and Carers can access further information, support and guidance from Devon Information Advice and Support for SEND (DIAS) <https://www.devonias.org.uk/>

If there continues to be disagreement with regard to SEND provision, the Local Authority will arrangements including the appointment of independent person with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Glossary	<p>SEND – Special Educational Needs and Disabilities</p> <p>SENDCO- Special Educational Needs and Disabilities Co Ordinator</p> <p>CIC – Child in care</p> <p>C&L – cognition and learning</p> <p>SEMH – Social, emotional and mental health.</p> <p>C&I – Communication and interaction</p> <p>DIAS – Devon Information Advice Service</p>
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