

**Furzeham Primary and Nursery School**

Name of SENDCo: Mr C. Fogarty

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Name of SEND Governor: Mrs M. Lenninghan-Wood

Name of Trust SEND Board Representative: Mr J. Davenport

**At Furzeham Primary and Nursery School we believe in ensuring that all children are supported to achieve their very best. This is achieved through a whole school approach to teaching and learning, targeted resources and swift identification of needs.**

**Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- A whole school approach as identified in the Teaching and Learning Policy and agreed non negotiables.

**Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching.
- Identifying and tracking the progress of children/young people that require support to catch up through regular assessment and pupil progress meetings.
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Register of Need.

**How we identify children/young people that need additional or different provision:**

- Class teacher refers to SENDCo
- Discussions with phase leaders
- Ongoing curriculum assessments
- Tracking progress using data (school is now using ‘Insight’)
- Observation by SENDCo
- Further assessments, as needed, by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Provision Map. Our measures to prevent bullying can be seen in our Anti-bullying policy.

### **How we listen to the views of children/young people and their parents:**

We believe in a partnership approach when working with all children and families to ensure that children achieve their potential and are safe, well cared for and happy at school. The following table sets out the way in which the school works with families and children to ensure that their needs and aspirations are captured, understood and reflected in the school's provision.

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<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions Daily reflection	All staff	Daily
Parents' Evenings	Class teachers	Termly
Home-School Book	Class teachers	As required for individuals
Assess, Plan, Do, Review meetings	Class teachers, SENDCo	Termly
Pupil conferencing	Class teachers/ SENDCo	As required for individuals
SEND Parent/Carer drop-ins	SENDCo	Weekly, as required

### **The Assess, Plan, Do, Review Cycle – a graduated response**

For children/young people on our Register of Need, a cycle of 'Assess, Plan, Do, Review' will be established by the SENDCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Register of Need has been:

- Communication and Interaction – Speech and language support programmes in conjunction with the Speech and Language Therapist, role play, small group work, partner talk, focused intervention groups, Makaton, Lego Therapy, 'Total Communication' approaches.
- Cognition and Learning – RWI/Fresh Start interventions, focused intervention groups, targeted reading support, increased use of visuals and retrieval strategies, Educational Psychology advice, Outreach support from Chestnut and Mayfield Outreach Service.
- Social, Emotional and Mental Health – Pastoral support, daily check-ins, Draw and Talk intervention, enhanced transition plans. Outreach support has been provided by Chestnut, and Mayfield Outreach. We have worked closely with the Mental Health Support Team (MHST).
- Sensory and/or Physical Needs – Advice sought from Occupational Therapist, Physiotherapist and hearing advisory teacher. Safe spaces, planned learning breaks, fiddle toys, ear defenders, sensory rooms, enhanced transition plans.

As of December 2025, we have 247 children on roll at Furzeham Primary and Nursery School, of which:

- **31** (12.6%) children are on the SEND register
- **29** (11.7%) children/young people receiving SEND Support
- **2** (0.8%) children/young people with Education, Health and Care Plans.
- A further **1** child is subject to statutory assessment and a further **1** request for Education, Health and Care Needs Assessment is in process.

We monitor the quality of provision by conducting learning walks, drop-ins, formal observations, book scrutiny, pupil and parent conferencing.

We measure the impact of this provision by: analysing data, holding pupil progress meetings, monitoring the impact of intervention, book scrutiny, parental and professional dialogue, drop-ins, reviewing and updating implementation plans, individual learning passports, annual reviews, individual risk assessments, individual learning plans and individual behaviour support plans, working closely with education, health and social care professionals.

#### **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- Individual (1:1) TA support in class
- Class based Learning Support Assistants
- HLTAs
- Pastoral support staff

#### **Distribution of Funds for SEND:**

This year, the SEND funding was allocated in the following ways:

- Part-time SENDCo (0.4)
- Support staff
- External Services (including the Torbay Educational Psychology Service)
- Family Support
- Teaching and Learning resources
- Staff training

#### **Continuing Development of Staff Skills:**

The SENDCo monitors the need and impact of training in partnership with SLT, middle managers and subject leaders.

#### **Partnerships with other schools and how we manage transitions:**

We work with a number of schools in the area in the following ways:

- Visits to feeder nursery schools
- Meetings with secondary school staff and SENDCo
- Secondary SENDCo's invited to attend annual reviews for pupils with EHCP in year 6
- Phone conversations with previous school for transient pupils
- Additional transition arrangements (including transition visits to the receiving school)
- Liaison with external support agencies including health and social care
- Planning for Success meetings where the child is cared for by the Local Authority

We ensure that the transition between year groups is smooth by providing opportunities to visit the new class, meeting the teacher and support staff. For children with SEND and emotional needs, we also build in further opportunities to spend time visiting the learning environment and building relationships with their new teacher and support staff.

The transition from year 6 to secondary school is supported through the structures listed above.

Additional enhanced transition visits are offered for vulnerable children including those with EHC plans.

Parents are included in this process through regular discussion and involvement, parent-teacher discussions and annual reviews.

**Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan. In school, we have focused on further developing adaptive teaching approaches; visual strategies, scaffolding and flexible grouping.

**Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should follow the complaints procedure which can be found on the school website.

**Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Mrs R. Goddard  
Deputy Designated Safeguarding Leads are Mr P. Adams (Head Teacher) and Mrs H. Sloan  
The Designated Teacher for Cared for Children (CfC) in our school is Mr C. Fogarty

The Local Authority's Offer can be found at: [Torbay SEND local offer](#)

SENDIASS provides information, advice and support for young people & parents/carers of children with special educational needs and/or disabilities aged 0-25. This service can be accessed at: [Sendiass Torbay](#)

The School Development plan can be found on our website.

Our SEND Policy and SEND Provision Map (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Date of report: December 2025