



SEND INFORMATION REPORT



Stronger together . . . every child in a great school

Sherford Vale School

Reviewed: September 2025

This information report aims to address frequently asked questions regarding our school's provision for children with special educational needs or disabilities (SEND). We review this report annually, or more frequently if needed, to ensure it remains current and helpful.

We understand that navigating this information can feel overwhelming, and we encourage you to reach out if you'd prefer a face-to-face discussion. We're here to support you and your child, and we welcome the chance to talk with you about any questions or concerns. If you need assistance accessing this document or would like to arrange a meeting, please don't hesitate to contact us.

What does having special educational need or disability mean?

A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person 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 post16 institutions.'

(SEND Code of Practice 2014)

The four broad areas of need are:

- 1) Communication and Interaction
- 2) Cognition and Learning

3) Social, Emotional and Mental Health difficulties

4) Sensory and / or physical needs

Your child may have difficulties in more than one broad areas of need. These are explained in more detail within the SEN Code of Practice.

How does Sherford Vale Primary School identify if your child has a Special Educational Needs?

- Your child's achievements and progress are continually assessed throughout the year.
- Their progress is tracked and children who are not making the expected progress are identified.
- Pupil Progress meetings are held three times a year between the class teacher(s), SENCO (Special Educational Needs Coordinator) and the Head Teacher. The class teacher can use these meeting to raise concerns about your child's progress and plan further action.
- Outside of these meetings teachers can record their concerns on a 'Cause for Concern' document, which are then shared with the SENCO for discussion.

What could you do if you think your child has a Special Educational Need?

- If you have any concerns, we would welcome you to share them with us as soon as you can.
- There are a number of people that you could talk to at school;
 - Class Teacher
 - Family Support Advisor
 - SENCO
 - Head Teacher
- The school is a safe, non-judgemental space for you as a parent/carer to ask questions or share your concerns. We understand that taking the first steps to support can be difficult and we are here to support both you and your child.
- To arrange a meeting call the office on 01752 891795 or email admin@sherfordvaleschool.co.uk

At Sherford Vale School, who are the people you could discuss your concerns with?

Your child's class teacher	Details of who your child's class teacher is can be clarified by the office or website. Class Pages
SENDCo	Mrs Karin Rhodes 
Head teacher	Mrs Laurie Archer 

Family Support
Advisor

Miss Liz Veale



How are children with Special Educational Needs or Disabilities (SEND) supported?

- **Collaboration for Tailored Support:** Once a child is identified with SEND, the class teacher and SENDCo work closely to ensure that the child receives the appropriate support. Where possible, the class teacher will meet their needs through high-quality teaching within the classroom.
- **Interventions and Learning Plans:** For children performing significantly below their age-related expectations, specific interventions are outlined through Provision Mapping—a software that helps manage individual Learning Plans and track interventions.
- **Ongoing Monitoring and Communication:** The class teacher and SENDCo frequently review the child's progress and achievements as part of the graduated approach (our model of action and intervention, detailed on our website at [Special Educational Needs](#). This follows the *assess, plan, do, review* cycle from the SEND Code of Practice, meaning we regularly assess your child's progress, plan and deliver support, and review what works best together with you.
- **Classroom and School Environment Adjustments:** We continually assess the classroom and school environment to ensure it supports each child's needs. More information can be found in our [Accessibility Policy](#).
- **Social, Emotional, and Mental Health (SEMH) Support:** Children with SEMH needs are encouraged to share their feelings and thoughts. Personal, Social, and Health Education (PSHE) lessons provide strategies to support emotional well-being, complemented by the care of our trained teaching assistants.
- **Education Health Care Plan (EHCP):** For children with significant needs working well below age-related expectations, an EHCP may be applied for. For more details, please refer to Plymouth City Council's EHCP information [Plymouth Residents](#) or Devon County Council's guidance [Devon Residents](#).
- **Additional SEMH Interventions:** Where necessary, we provide extra support for SEMH needs, including Emotional Logic sessions for Years 5 and 6 and one-to-one support sessions with trained staff. Therapeutic Mentoring is also available for individuals and groups.
- **Mental Health Support:** Further mental health needs are addressed through the Mental Health Support team at Livewell.
- **SEND Oversight and Governance:** The SEND governor at Sherford Vale School meets regularly with the SENDCo to review and discuss our SEND provision, ensuring consistent and comprehensive support across the school.

How accessible is the school environment?

As an inclusive school, we are committed to ensuring full accessibility for all pupils, including those with SEN or disabilities, and their parents. Here are the key areas we focus on:

Physical Accessibility: Our school is designed for easy access, with a single-level layout, wide doors, and spacious corridors to accommodate wheelchairs. Handrails and steps lead to the outdoor Multi-Use Games Area (MUGA), and each classroom has its own toilet facilities. We also have a large, purpose-built first aid room to address specific medical needs.

Accessible Communication: We provide various means of communication to support accessibility, including symbols, signage, clear labels, text/phone messaging, and, when needed, large print, coloured paper, or overlays.

Differentiated Learning: We use adaptive teaching method and resources to meet diverse needs, offering a personalised curriculum, various teaching styles, and specialised resources. We also incorporate speech and language support, as well as additional assistance from trained support staff.

How does Sherford Vale School involve others in meeting the needs of pupils with SEND and support their families?

Where a pupil continues to make less than expected progress, despite high quality teaching and interventions, we may need to seek advice and support from specialists from outside agencies.

- **Collaborative Approach:** When a specialist is involved, the SENCo, class teacher, parents, and agency representatives collaborate as needed to discuss the child's progress and adjust support.
- **Team Around Me (TAM) Meetings:** For complex cases, TAM meetings are held with all key parties to set and document action steps, ensuring comprehensive support for the child.
- **Early Help Assessment Tool (EHAT):** If multiple agencies are supporting a family, an EHAT assessment may be used, with meetings every six weeks to coordinate actions and support.
- **Further Specialist Support:** If progress remains limited, we may consult additional specialists, such as:
 - Educational Psychologists and MAST
 - Social, Emotional, and Mental Health Team (MHST)
 - Child and Adolescent Mental Health Services (CAMHS)
 - Therapists (speech and language, occupational, and physical)
 - Social workers, CIT, NHS School Nurse, and sensory advisors (hearing/visual)
- **Role of External Agencies:** External specialists assist by:
 - Training staff (e.g., on epi-pen, asthma)
 - Providing expert advice (e.g., hearing impairment support)
 - Conducting assessments and implementing services (e.g., speech therapy)
 - Planning and reviewing support at school and home

How are pupils at Sherford Vale School supported to share their views?



- Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for us here at Sherford Vale School. Where pupils have SEND we will take extra care to involve them and make sure their voice is heard.

- Whenever possible, we include pupils with SEND in planning how best to support them and in reviewing their progress. All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these.

How are parents at Sherford Vale School supported to share their views?

- At Sherford Vale School, we really value our strong relationships with parents and recognise the importance of listening to parents' views and concerns, working together to secure the best possible outcomes for all children.
- All parents are encouraged to contribute to their child's education through:
 - discussions with the class teacher
 - setting and reviewing targets
 - parents evenings/SENDCo Consultations
 - during discussions with the SENDCo and other professionals
 - commenting on and contributing to assessment, planning and reviews.

If we think your child needs significant amounts of extra support, we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

How are pupils with SEND and their families supported when they join or leave Sherford Vale School?

- When a child leaves at the end of the primary school, the SENDCo and class teacher will communicate with the SENDCo of the secondary school they will be attending. Information about the child's needs and provision is passed on.
- Some children with SEND may require additional visits to their next school. This is known as an enhanced transition. The class teacher and the receiving SENDCo will arrange this.
- For children arriving to the school with an established SEND, parents are encouraged to meet with the class teacher or SENDCo as soon as possible to determine the support and provision required.
- Information from the previous school will be requested.

Where can I find further information about Sherford Vale Schools approach to supporting children with SEND?

- Please visit [Send Policy](#). Here you will find the SEND policy. This policy goes into further detail.
- [SEND Page](#)
- [School Policies](#)

What training or specialist expertise have any of the staff at Sherford Vale School had?

All staff have training throughout the year to keep the updated with SEND. For example - Autism, Speech & Language, RWI (Read, Write, Inc) Dyslexia, Attachment, Numicon, STORM, ACE training, ASC training, BLAST (Speech and Language), Emotional Logic.

SENDCo

Mrs Karin Rhodes: National Award of Special Educational Needs Coordination

Where can I go for further support or advice?

- If a child's home address is in Plymouth, parents can receive advice and support from Plymouth PIAS team. <http://www.plymouthias.org.uk/>
- If a child's home address is in Devon, parents can receive advice and support Devon IAS team. <https://www.devonias.org.uk/>

- The SEND Code of Practice guide for parents [SEND Guide for Parents and Carers](#)

How can I find out more information about the local offer for children with SEN and their families?

As Sherford Vale School is located on the border of Plymouth, the child's home address will determine the teams that will provide services and support for SEND children. If you are unsure if your address classifies as 'Plymouth' or 'Devon', please ask and we can clarify for you.

- Information about Plymouth's local offer can be found here;

[Plymouth Local Offer](#)

- Information about Devon's local offer can be found here;

[Devon Local Offer](#)

What can I do if I am not happy with the school's provision? How can I share my concerns?

- If you are not happy with the school's provision for your child then we recommend on of the following steps:
 - Talk to your child's class teacher.
 - Share your concerns with the SENDCo or Head teacher
- If you feel that your concerns are still not resolved, then please visit our website where details can be found on how to raise a complaint. [Policies- Complaints](#)