'Spurring each other on with love'

Bickleigh Down C of E Primary School
SEN Information Report 2026-2027

1. What kinds of special educational needs are there for which provision is made at Bickleigh Down C of E Primary School?

Bickleigh Down C of E (Aided) Primary School is a Mainstream School set on the border of Plymouth and on the outskirts of Dartmoor.
We are an inclusive school and cater for the needs of all children in our care.
We recognise barriers to learning using our knowledge and understanding of the four primary areas of need; the areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We carefully monitor the progress of all pupils in our school. As a result of this careful monitoring, we distinguish between pupils who may need some support within the classroom and within the adapted curriculum and pupils with Special Educational Needs. In consultation with parents, we decide whether SEN support is required and then carry out further assessments using Devon's Graduated Response Tool to identify barriers to learning and the nature of their child's difficulties.

2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We monitor the progress of all pupils continually using a graduated approach. The SENCO supports the class teacher to carefully adapt the curriculum and support children with SEN. The SENCO also carefully monitors progress of all children with SEN and reports to leadership and governors. We review and analyse progress every term and alter support as necessary to ensure that all children make maximum progress and reach their true potential.
The ways in which we identify children experiencing difficulties include:

- Monitor the progress of all pupils using the graduated response approach; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the adapted curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using our knowledge and understanding of the four primary areas of need

In consultation with parents, we decide whether SEN support is required and carry out further assessment to identify specific barriers to learning and the nature of their child's difficulties. In addition, we:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs including the Graduated response Tool
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including Educational Psychology service, CAMHS, Speech and Language service, Devon Education SEN support services in order to gain a better understanding of a pupil's needs and how to best support them
- Inform parents/carers and pupils when we are making special educational provision for their child and have processes in place for parents/carers and pupils to provide feedback on provision (through regular meetings and reviews of support in place)
- The SENCO reviews the SEND register and provision every term
- We have a weekly Teaching Assistant meeting to discuss SEN needs and support Teaching Assistants in their role
- The SENCO has a weekly 'drop in' surgery for parents

If you think your child may have special educational needs, please come and talk to the class teacher in the first instance and they may refer to the School's SENCo. We would be very happy to discuss your concerns.

3.How does Bickleigh Down C of E Primary School make provision for pupils with special educational needs?

a) How does the school evaluate the effectiveness of its provision for such pupils?

We believe that the key to success for all pupils is quality first teaching. We believe in the effective inclusion of all pupils in high quality everyday personalised teaching and ordinarily available, inclusive provision (OAIP).

For some children additional, targeted interventions may need to be put into place. Support in the classroom is made through adaptation to the curriculum and the physical environment. The school environment may also need to be tailored to meet the child's needs in line with OAIP.

Each class teacher assesses the children on a regular basis as part of the school assessment and monitoring process. If a teacher feels that a child is not making expected progress this will trigger Tier 1 provision and the teacher will adapt the learning and plan extra provision to ensure that the child can access the curriculum. This will be discussed with the SENCO and parents and recorded on a provision plan. After a term this plan will be reviewed. If further advice is needed from outside professionals, this will trigger Tier 2 provision. The SENCo will seek advice from outside agencies such as the Educational Psychologist, Devon Inclusion Team and Speech and Language therapist. If a child has a specific need that cannot be met through Tiers 1 and 2, this will trigger Tier 3 and additional funding will be requested in the form of an Education, Health and Care needs assessment.

As part of the Graduated Response approach an evaluation of effectiveness of provision for SEND children is carried out every term through analysis of data, work scrutiny, lesson observations and reviews of individual provision plans. The SENCo reports findings to the leadership team and governors. As part of this process, provision for individual children and interventions are also reviewed. The SENCo also has discussions with class teachers and teaching assistants on a regular basis about how to support individual children and to review the provision in place.

b) *What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs? (How will both you and I know how my child is doing and how will you help me to support my child's learning?)*

We have Pupil Progress meetings every term, where class teachers meet with the Head teacher, Deputy Head teacher and SENCo to review learning and progress of every pupil in the class including those with SEND needs. The SENCo also reviews progress each term of every child with SEND and will alter interventions, provision and support as necessary to ensure that each child makes maximum progress. In addition to this individual provision plans for SEND children are reviewed each term and new provision plans are written. There are suggestions for parents to support at home and a section for parents to make comments too. This is co-produced and then parents sign to agree. Parents are encouraged to be fully involved in their child's learning. We have target setting meetings with parents in the Autumn term where suggestions are made on how best to support the child at home to achieve these targets. The targets are then reviewed in the Spring term parents' meetings and progress is discussed. In the Summer term a formal school report is sent to parents detailing progress made in all areas of the curriculum, with a follow up parent/carer meeting to discuss the report. At all these meetings, progress and support is discussed so that parents are very clear on their child's next steps in learning and the provision that is being made for their child. We have an open-door policy where parents are welcomed and encouraged to come in to discuss any concerns they may have and ask any questions. The SENCo runs 'surgeries' throughout the year, whereby parents can come in and discuss any SEND matters.

There is a weekly Teaching Assistant meeting where the SENCo provides support and training for TAs, and skills and strategies for supporting children with SEND are discussed and shared. TAs are also encouraged to discuss any concerns about individual children with the SENCo.

c) How will the school staff support my child?
How will the curriculum be matched to my child's/young person's needs?

Class teachers provide quality first teaching through careful adaptations of learning. Through careful monitoring and assessments, they review their planning on a daily basis and will alter the plans depending on how well the children have achieved in that lesson. As a result, all planning is very carefully matched to the children's needs. Children will be regrouped, and activities will be altered to ensure that they fit exactly with the child's needs. Provision plans detail specific interventions for SEND children who require extra support. These are discussed with the child and parents to ensure all involved are very clear on the support strategies in place. These are formally reviewed in January, April and July, but are continually monitored by the class teacher and teaching assistant. Children are encouraged to become independent learners with a clear idea of their targets on how to improve their work and make good progress.

Pupils progress and achievements are regularly assessed by the class teacher, and in a formal way every term with the Head teacher, Deputy Head teacher and SENCO. As part of these reviews, provision will also be reviewed and altered if necessary. Regular conversations between the SENCO and class teachers ensures that any provision made for each SEND child is carefully matched and appropriate to the needs and abilities of the children.

<u>Strategies to support English include:</u>

*Small group reading support in class in guided reading sessions and individual reading on a daily basis
*Additional small group reading, writing or phonics support in class with a TA
*Visual support materials such as widget, visual reminders (e.g. punctuation), phonics sound mats, letter formation cards, key words/phrases, vocabulary lists
*Additional small group phonic support through Read, Write Inc material
*Individual targeted English support strategies suggested by outside agencies, for example the Educational Psychologist, planned into weekly timetable and carried out by TA or class teacher
*Fresh Start (Read, Write inc intervention) used in Year Five and Six to support with phonics, reading and writing
*Individual spellings linked to common exception words
*TAs to be given regular training on progression of reading and writing skills and ideas for excellent questioning to support learning
*Comprehension skills interventions

<u>Strategies to support Maths include:</u>

*Targeted small group support in class
*Visual support materials such as widget, visual reminders, maths vocab & symbols
*Withdrawal of a small group/individual for additional Maths support with a TA
*Class teachers review the learning on a daily basis and regroup children according to need and understanding
*Maths Toolkit in every classroom and children are encouraged to use it to support their learning (contains equipment to support with numeracy skills e.g. Numicon, dice, number lines, cubes etc)
*TAs are given regular training on progression of number skills, calculation policies and strategies within them, questioning skills and assessment
*Daily mental arithmetic challenges and daily times tables challenges

All staff also receive training on supporting children with ASD and communication difficulties.

d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Bickleigh Down C of E. School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Planning is carefully adapted in a variety of ways, including resources, adult support, visual aids or alteration of the task to ensure that all pupils can access the learning and make good progress, all guided by Devon CC's Ordinarily Available Inclusive Provision. A variety of Maths and English interventions are used to support children across the school including Maths booster sessions, Maths targeted intervention groups, Read, Write Inc, additional phonics sessions and additional reading support. We may also use tools such as the Boxhall Profile to assess social, emotional and behavioural needs and use a variety of interventions to support such as

social skills groups, emotional literacy interventions, circle of friends and emotional regulation and anger management support. All these interventions are reviewed on a termly basis by the SENCo and altered as necessary. The SENCo has regular discussions with class teachers and TAs about the interventions and the progress these children are making. Children with specific educational needs will have specific provision and a planned programme of support which is recorded on a provision plan. These are discussed with the parents and child and reviewed termly. We use our Inclusion Support Pyramid (please see the link on our website) to identify the needs of children and support available. We follow advice from a variety of outside agencies to ensure that provision is specifically tailored to suit the needs of the pupils. Children with specific difficulties such as ASD will have safe places to go to ensure that they can cope with the school environment. The learning environment is adapted to suit the needs of children with sensory issues, such as careful seating in the classroom, away from drafts or radiators or in a quieter area of the classroom. Occasionally children struggle with the business and noise in the classroom, and so they have the opportunity to work outside the classroom where it is quieter or have their own individual workstation. We also have an accessibility plan which we review annually to ensure that the school environment is fully accessible to children with disabilities. We ensure that there are specific plans in place to support individual children with physical and sensory needs such as large print books and work to support learning, support from the Devon Teacher of the Deaf and easy access to all classrooms and around the school for children with physical disabilities.

e) What is the additional support for learning that is available to pupils with special educational needs and how is the decision made about the type and how much support my child will receive?

The provision for support of children with SEN is continually monitored and reviewed. There are regular discussions between class teachers and the SENCo about interventions and individual children to ensure that progress is good for all pupils.

We use the graduated response approach for identifying needs of all children in the school. This begins with discussions between the class teacher, parents and possibly the SENCo. At this meeting information will be gathered and a plan of action will be set up. Following this meeting, the class teacher will adapt activities and provide support. This will be monitored over half a term and then progress will be reviewed. If there is still a concern, the child will be placed on Tier 1 of the Inclusion Pyramid and an individual provision plan tailored to meet the needs of the child will be created in consultation with the child and parents. Progress will then be carefully monitored over the term. A review meeting of the plan happens at the end of term. If the child is still a concern and progress is slow, the child will be moved to Tier 2 and support from external agencies may be requested. The child's progress and support provided will be monitored and reviewed after a term. If after two terms the child continues to be a concern, it may be necessary to request additional funding through the request for a needs assessment for an Education, Health and Care Plan. This will be done by the SENCo, but in consultation with the parents, the class teacher and any professionals involved. At every stage we work closely with the parents and listen to their concerns. We also consult the child and, where appropriate, ask them to be part of the review process.

f) How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

Children with special educational needs are encouraged to take part in all aspects of the school life including extra-curricular activities. Children with significant learning needs or disabilities have named TAs who support them in all aspects of the day. Where appropriate, children have individual support during break and lunch times to support them with social interactions and moving around the dinner hall and playground. Children with physical disabilities are supported to take part in PE lessons, where some activities will be specifically adapted to ensure that the child can safely take part in the lesson.

When organising school visits, we carry out a risk assessment where individual children are carefully planned for to ensure that they are able to access all parts of the visit. This is shared with parents to ensure that they are happy about the arrangements made.

g) What support is available for improving the emotional, mental and social development of pupils with special educational needs?

At Bickleigh Down CofE Primary School we are committed to promoting positive mental health and emotional wellbeing of all pupils, their families, members of staff and governors. Our school vision of spurring each other on with love flows through every aspect of school life. We aim to ensure that our school vision is lived out daily and that staff and children live out our values of **love**, **forgiveness**, **spirit**, **aspiration** and **hope** in their actions towards one another, making our school a place where everyone feels truly valued and able to share their feelings. We encourage open communication, where people feel listened to and supported, so that we may spur one another on.

We promote good behaviour within the school to provide a happy, secure, safe and purposeful environment.

We aim to:

- Support the children in learning the necessary skills of self-control, responsibility and co-operation.
- As adults, to provide a model of good manners, control, fairness and respect for others.
- To reduce and control any behaviour that interferes with the learning of children and the organisation of the School.

Everyone at Bickleigh Down School should show care, consideration and concern for each other, their community, their local environment and the wider world. These skills are encouraged and modelled on a daily basis and children are rewarded through our values awards and class rewards for showing positive behaviour

Where children find remaining regulated difficult, relational strategies are put into place to support them to co-regulate and then to take responsibility for their actions. Through discussions with the parents and pupil, the class teacher will set specific targets for the child to work on and provide strategies to achieve these targets. If the child is regularly finding it difficult to remain regulated and safe within school, a Pastoral Support Meeting will take place with the parents, class teacher and SENCo and an individual relational support plan will be drawn up with strategies to use at school and at home. A behaviour target book may also be used to promote and support the positive behaviour. This is a liaison book between home and school. If it is necessary, the Social, Emotional and Mental Health Advisory Team will also be involved, providing specific advice to support the child. In this instance an individual relational support plan will be written in consultation with the parents and reviewed on a termly basis.

A number of children find social interaction and communication difficult, and we use a variety of strategies to support these children. Throughout the school TAs provide social skills groups on a weekly basis, and we have play assistants who support all pupils at break times with playground games and interactions. We also use a circle of friends intervention and social stories and comic strips to help children to discuss and understand difficulties they may be experiencing.

4 What is the name and contact details of the SEN co-ordinator and how and when can they be contacted?

We welcome parents in to see us at any time to discuss any concerns or questions they may have.

The SENCo is Mrs Jenny Bright who works part time on a Monday, Tuesday and Thursday and can be contacted by telephone on 01752 301837 or by e-mail on admin@bickleighdown.devon.sch.uk (please put for the attention of the SENCO). On a Wednesday and Friday the Deputy Headteacher, Mrs Conday, can be contacted.

5 What specialist services and expertise are available at, or accessed by the school? What training have the staff supporting SEND pupils had? Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
Bickleigh Down Primary School has access to a variety of other professionals who support children with SEND. These professionals include: an Educational Psychologist, Speech and Language therapists, the Multi Agency Support Team, Communication and Interaction Team, Devon Inclusion Team, Children and Adults Mental Health service and the Mental Health and Support Team. If a child is causing concern and triggers Tier 2 or 3 intervention, Mrs Bright (SENCo) will discuss the needs of the child with their class teacher and parents to decide whether involving external support is appropriate. We will then discuss with the parents what support we would like to arrange and which relevant professionals we would like to involve. The package of support organised will be very individual for each child and the parents will be consulted throughout. Further information about services available to support children with SEND can be found in the local offer and there is a link on the school website to the DCC local offer. All staff have had training in Read, Write Inc, positive handling of children, Early Help for Mental Health, attachment and ASD. Individual members of staff have also had training in Speech and Language and behaviour support. The SENCO regularly reviews the range of needs of pupils in the school and matches needs to the training needs of staff. We continually update our training, both in house and individuals attending courses. This is built in to individual staff appraisals and as part of our whole school professional development needs.

6 How will equipment and facilities to support children and young people with special educational needs be secured? (How accessible is the school both indoors and outdoors?)
The school has an accessibility plan in place to support all children with physical disabilities and the school is fully wheelchair accessible. We have Moving and Handling Plans in place to ensure the correct support is provided for children with physical disabilities and these are reviewed annually with parents and professionals. We have a disabled toilet for both children and adults. Where a child has physical difficulties, we work closely with the parents and outside agencies to provide the necessary equipment to support the child in school. Where appropriate, an Early Help form may be completed detailing specific interventions and actions to support the child. Additional funding for equipment and resources may also be requested. This is carefully monitored and reviewed by the SENCo. Each year the budget bid for SEN reflects the need for any additional and specific equipment.

7 What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?
At Bickleigh Down C of E. School, we are committed to offering an inclusive education to ensure the best possible progress for all of our pupils whatever their needs or abilities. It is important that all professionals listen, understand and address any concerns raised by children themselves. We involve children fully in every aspect of the planning and review of support and interventions. We believe that parents know their children best and so we work very closely with parents also and involve them at every stage of their child's development. Initially if we have concerns about the child, the class teacher will discuss these concerns with the parents and listen to any concerns that they may have. Following these discussions, a plan of action will be implemented to support the child. This will be reviewed after half a term, with the parents and child fully involved in the process. We have parents' meetings every term to review progress of all children and discuss the next steps in their learning. As part of these meetings, parents are provided with ideas to support their child at home. In

addition to this we have an 'open door' policy where parents are encouraged to come in and speak to the class teacher if they have any concerns. Equally the class teacher will arrange to speak to the parents at the earliest opportunity if they have any concerns. In addition, the SENCo and Head teacher have 'surgeries' regularly where parents can drop in to discuss any matters they may have about their child's development.

Where a child has an individual provision plan, relational support plan or an Early Help Plan, these are drawn up with the parents and reviewed termly. The class teacher and child (where appropriate) are involved in the review and new targets are set and discussed with the parents. EHC plans are reviewed annually and parents and external agencies are invited to provide a report for the review and invited to the review meeting.

8 What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

Our aim is that every child feels happy and well supported and makes good progress. We hope that you are very happy with the provision for children with Special Educational Needs at Bickleigh Down C of E Primary school. However, if you are not fully satisfied with the support in place for your child, please initially contact the class teacher who will be very happy to discuss your concerns. Alternatively, you can contact the SENCO. If your concerns are not resolved, please contact the Head Teacher. Devon Parent Carers' Voice, and Devon Information and Advice for SEND (DIAS) can offer parents free, impartial support and advice.

9 How does the governing body involve other agencies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

There is a link governor for SEND who takes a special interest in the progress and attainment of children with Special Educational Needs. We regularly review the progress of pupils with SEND and discuss how the school is meeting their needs and the impact of provision/intervention work. We have an inclusion process for assessing additional support and support through the Early Help process, including those services provided by Health and Social Care (See the Inclusion Pyramid on the school's website).
Where appropriate we meet the needs of individuals by seeking advice from outside agencies such as the Educational Psychologist, CAMHS, Speech and Language service and local authority support services.

10 What are the contact details of support services for the parents of pupils with special educational needs?

In the SEND Code of Practice (January 2015) there is a duty placed on Local Authorities to offer a variety of services to support SEND children, young people and their families. This is referred to as the 'Local Offer'. This means that Local Authorities must publish, in one place, information about provision in the local area and outside the local area for children
Devon's SEND Local Offer - help and support for children with SEND
There is a web link to the local offer on our school website also:
www.bickleighdown.devon.sch.uk
If parents have any questions or concerns about their child, the school welcomes and encourages them to come in and see either the class teacher, SENCo or Deputy Head or Head teacher. The SENCo has a drop-in surgery on a Thursday after school and would be very pleased to discuss any worries that parents have. We have a policy of working collaboratively with parents to support their child during their time at the school.

11 What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education? (How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?)

Moving settings or classes involves many changes which can be difficult for children with SEND. We work very hard to ensure that all children at every stage are happy and settled with continuous provision and make good progress.

Joining school in Foundation

Prior to a child joining us in Foundation, we work collaboratively with all preschool settings to gain a good understanding of the child's needs. The SENCo and Foundation teacher will visit the preschool setting to meet the child and discuss with the preschool teachers any support and interventions that are currently in place. We hold a new parents meeting in June where the SENCo is available to discuss any concerns that parents may have about their child starting school. In July the children have three visits to the school to help them familiarise themselves with the setting and meet their new teacher. In addition to these, children with particular needs are given the opportunity to have additional visits. We also provide transition books for all SEND children that contain photos of the Foundation area, their new teachers and TAs and the plan of the day. This is given to them on their last visit to take home and read over the Summer so that they are familiar with the school when they start in September. All children start at the same time in September, and by the third week of term they are in school full time. However, if we feel that a child is struggling, we will have a conversation with the parents and discuss a staggered transition, where the child can become full time over a certain time period. This is carefully monitored and reviewed with regular discussions with the parents.

Moving Year groups within school

At the end of each academic year, the children have two opportunities to meet their new class teacher. For some children it is appropriate that they have more opportunities to meet their teacher and so will make regular visits to see them and say hello. In addition to this we also create transition books for these children which they take home to read over the summer holidays. Towards the end of the Summer Term, class teachers have the opportunity to meet with the new class teacher to share information and rewrite individual provision plans for the Autumn Term. This ensures continuous provision for the children.

Moving to another school

If a child is leaving us to move to another school, we will pass any information on to the new school's SENCo as soon as possible.

When a child is moving to a Secondary school, extra transition visits will be put into place if needed, and the SENCo will meet with the Secondary provider SENCo to ensure smooth transition and continuous provision. Where appropriate, the SENCO will also arrange a meeting with parents and the secondary school to discuss an individual child's needs.

12 Where can I find information on where the local authority's local offer is published?

Information about the local offer can be found at:

Devon's SEND Local Offer - help and support for children with SEND

There is a web link to the local offer on our school website also:

www.bickleighdown.devon.sch.uk