

Bradworthy Primary Academy

SEND Information Report: September 2026

Introduction

Bradworthy Primary Academy is a mainstream setting for pupils aged from four to eleven, with an affiliated pre-school on our site.

We understand that all children have many varied needs and our main aim in school is to support the development of the whole child and ensure that all pupils, regardless of their specific needs, make the best possible progress in school and develop as fully rounded individuals.

We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever this is achievable and appropriate.

The four broad 'areas of need' we aim to provide for are:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health Difficulties
Sensory and Physical Needs

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Further information on Devon's Local Offer can be obtained at [Devon's SEND Local Offer -help and support for children with SEND](#).

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Request for non-internet based information should be made to 0845 1551015.

The School SEND Information Report

We work in full consultation with Devon's Local Offer to meet the needs of SEND pupils as determined by school policy and practice, and the provision that the school is able to facilitate.

If you want to be involved in the school's work in this area please feel free to contact our Special Educational Needs Coordinator (SENDCO), Becki Turner, at sendco@bradworthy.devon.sch.uk.

If Your Child has Special Educational Needs / Disabilities (SEND) you will want to know what Bradworthy Primary Academy can offer.

At Bradworthy Primary Academy, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with SEND.

We have developed a distinct ethos which is embraced by our whole school community. It guides every aspect of our work and the way in which we try and help all children develop.

Our approach to SEND sits firmly within its context.

You can obtain a copy of our ethos from the 'About Us' section of our web-site at [Bradworthy Primary Academy - About our School and our Ethos](#).

Specific information about SEND can be found at <https://www.bradworthyacademy.co.uk/special-educational-needs-disabilities/>.

We welcome and encourage the participation of parents / carers as partners in all aspects of our work, and this is especially the case where SEND is concerned.

This report is organised into fourteen different areas which are summarised below as questions:

1. Who can I talk to in school about my child's needs?
2. What support is available for children with SEND in our school?
3. How will the school let me know if my child requires additional support?
4. How does the school allocate support and resources?
5. What support and services are available for children with SEND in our school?
6. How do we support the needs of our staff?

7. How do we make our teaching, and school environment, accessible for pupils with SEND?
8. How will the school measure the progress of pupils with SEND?
9. How are parents / carers of children with SEND supported in our school community?
10. How does the school support the emotional and social development of pupils with SEND?
11. How do we support children when they start our school, move between classes and transfer to other schools?
12. How do we involve pupils with SEND in planning and reviewing their provision?
13. How do we evaluate the effectiveness of our provision?
14. How does the school deal with complaints?

Who can I talk to in school about my child's needs?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCO know as necessary.
- Setting targets for all pupils in their class and writing Individual Support Plans (ISPs) and / or Provision Maps as appropriate.
These documents set out the aims and targets that your child is working towards as they develop, and cover all aspects of our ethos.
These are shared with parents at meetings and via termly reports as an aid to reviewing progress and planning further steps.
- Personalised teaching and learning in relation to the above.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach.

The SENDCO / Inclusion Manager (Mrs Becki Turner) is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating the support for children with SEND.
- Working with class teachers and support staff to ensure that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher (Mr Nicholas Lapham) is responsible for:

- The day-to-day management of the school; including the support for children with SEND.
- The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor (Mrs Kate Cleave) is responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Liaising with school staff on behalf of the governing body.
- Ensuring that the school is compliant with its statutory obligations.

If you have concerns about your child's progress you should:

- Speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress, please speak to the school's SENDCO.
- The school SEND Governor can also be contacted for support.

School e-mail address: info@bradworthy.devon.sch.uk

SENDCO e-mail address: sendco@bradworthy.devon.sch.uk

School contact telephone number: 01409 241365

What support is available for children with SEND in our school?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.
- Your child's teacher will carefully review your child's progress and will identify if your child has a gap, or gaps, in their understanding / learning and provide extra support to help them make the best possible progress where necessary

Specific group work

Intervention which may be:

- Run in the classroom or a group area.
- Run by a teacher or a member of our support staff.
- On-going or for a fixed period of time.

Specialist groups run by outside agencies

SEND Code of Practice 2014: SEND Support (SS – 'K' code)

This means a pupil has been identified by the SENDCO / Inclusion Manager / class teacher as needing some extra specialist support in school; either from a specifically trained member of our school staff or from a professional outside the school.

This may be from:

- Appropriately trained members of school staff.
- Local Authority central services, such as the ASD Outreach Team, the Communication and Interaction Team and the Speech and Language Therapy service.
- Outside agencies such as the Education Psychology Service (EPS).
- The Mental Health in Schools Team (MHST).

What could happen:

- Your child may receive specialist individual support from a member of staff who is appropriately trained to address their needs.
- You may be asked to give your permission for the SENDCO to complete specialised assessments with your child to help identify their needs and key areas for development.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- A specialist professional may work with you and your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching or specified support which is personalised to your child's needs.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the Behaviour Support Team, the Rehabilitation Officer for Visually Impaired Children support (ROVIC), or an Advisory Teacher support for a hearing or visual need.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy or the Communication and Interaction Team.

For your child this would mean:

- More in depth planning, assessment and the additional resources which may be required.
- The Education, Health and Care Plan (EHCP) will outline the nature and amount of individual/small group support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

How will the school let me know if my child requires additional support?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Work with all involved to plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

If your child is receiving additional support, you will receive copies of plans and their outcomes when you meet with your child's teacher. Parental comments and contributions are incorporated into the meeting notes sections of these plans. All support plans will also be incorporated within the academic reports for the term.

Our teaching staff and SENDCO will ensure that parents are able to take a full role in planning and reviewing provision.

How does the school allocate support and resources?

- The school's budget, received from the Education Funding Agency, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors and on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including
 - i) children already receiving support,
 - ii) children needing extra support,
 - iii) children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school supports the needs of SEND pupils on a provision map. This document identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The efficacy of the support provided is reviewed termly to ensure that provision is meeting the needs of pupils as required.

What support and services are available for children with SEND in our school?

School provision

- An inclusive ethos which ensures that the school community makes the most of all opportunities for inclusive practice. This includes making sure that pupils with SEND are able to access all activities and opportunities on the same basis as, and alongside, other children.
- Individuals responsible for teaching SEND groups/individuals on a part-time basis.
- English support programmes including; Phonological Awareness, Toe by Toe, RWI Phonics 1:1 Tutoring, Precision Teaching, Spelling Shed, targeted writing and reading support.
- Maths support programmes including; Precision Teaching, Rapid Response Teaching, Plus One, Power of Two and Doodle Maths.
- Support for Communication and Interaction difficulties including, Speech Link, Language Link (Infant & Junior), SALT Programmes, Supplemental Curriculum Packages, Lifeskills Plans & Sessions, Colourful Semantics and Language for Thinking.
- Support for Social, Emotional and Mental Health difficulties including: Emotional Literacy Support, Nurture Provision, Language for Behaviour and Emotions, Attachment Based Mentoring, Lego Therapy and Boxall Profile Support.

Local Authority Provision Accessed in School

- Educational Psychology Service (funded by school)
- SENDCo Helpline Services
- Speech & Language Therapists (Locality Based)
- Early Help Locality Co-ordinators
- Family Intervention Team
- Local Children's Centre (and Incredible Years Programme)
- Communication and Interaction Team
- Autism Spectrum Conditions Assessment Pathway
- Rehabilitation Officer for Visually Impaired Children (ROVIC)
- Advisory Teacher for Visually Impaired Children
- SpLD Advisory Service
- EAL Support to deliver SEND support within a plan
- Occupational Therapy
- Children & Adolescent Mental Health Support
- Social, Emotional and Mental Health Advisory Teacher Service
- Neurodiversity Assessment Pathway
- Teacher of the Deaf (funded by school)

Health Provision Accessed in School

- School Nurse Service
- Paediatric Occupational Therapy
- Specialist Occupational Therapy Service
- Paediatrician Services (via North Devon District Hospital)
- Specialist Diabetes Nursing Team
- Specialist Epilepsy Nursing Team
- Mental Health in Schools Team
- Assessment Pathway for ADHD

How do we support the needs of our staff?

Part of the School SENDCO's job involves support for the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autistic Spectrum awareness training and initial training based on range of assessments available to support pupils with additional needs.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Devon Enhanced Autism Programme, Attachment Based Mentoring, Diabetes Awareness Training, Assessing for Dyslexia, Executive Functioning Training via the Educational Psychology Service etc.
- Members of Support Staff have been accessing training through the Devon SEND 100 training modules, and online training in specific subject areas developed by SEND Station.

How do we make our teaching, and school environment, accessible for pupils with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Advice from advisory teachers and specialist support teams will be used to adapt the teaching within class.
- Assistive Technology will be used to support pupils with a visual or hearing impairment to enable them to access taught sessions.
- The school is fully compliant with statutory obligations and maintains a Disability Access Plan.
- The main school is on a single level (with the exception of one group area in Year 6, and one staff area above the main office) with easy access. The new classrooms for Year One and Year Two also have upstairs facilities with a lift to ensure these spaces are accessible for all pupils.
- There is a disabled toilet and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How will the school measure the progress of pupils with SEND?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENDCO throughout the Academic Year in reading, writing and maths.
- Children who are working below the Assessment Framework for their age (Pre-Key Stage) have been assessed using a Wakefield Progression Steps Profile. This assessment portfolio is maintained across classes and is used to identify areas of progress and future targets within the Assess, Plan, Do & Review cycle. This is not a requirement for all pupils with SEND, and works alongside ongoing in class assessment rather than replacing this.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).
Pupils in Year One take part in National Phonics Screening and those falling below expectation repeat this process in Year Two. These pupils are supported throughout this process.
This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an Individual Support Plan (ISP) or Provision Map based on targets which are specific to their needs. Progress against these targets will be reviewed regularly in collaboration with parents and pupils, evidence for judgements shared and assessed and a future plan made.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Discussions and lesson observations will be carried out by the SENDCO and other members of the Senior Management Team and subject coordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How are parents / carers of children with SEND supported in our school community?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns / worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets / Individual Support Plans will be reviewed with your involvement every term, and included in termly reports along with the SEND Pupil Profile.
- Where necessary homework will be adjusted as needed to your child's individual requirements.

The Devon Information, Advice and Support Service provides free, impartial and personalised support for parents and carers in all aspects of their SEND journey. They can be contacted on 01392 383080 or through their web-site at www.devonias.org.uk .

How does the school support the emotional and social development of pupils with SEND?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. In addition to this our staff consider the emotional and social development of all pupils, and particularly those with SEND.

Any pupils who are identified as needing further support are then offered:

- Focused class sessions and targeted quality first teaching to support the specific skills and needs highlighted.
- Additional support with staff in school to assist in developing targeted social and emotional skills.

If your child still needs extra support the SENDCO will invite you to work with their class teacher to complete an assessment of their Social and Emotional needs using profiling tools such as the Boxall Profile. This will help us better understand your child's individual needs, and enable us to plan further support for your child. This could include support through Attachment Based Mentoring, or Nurture Group Provision. This support may be added to your child's provision map or Individual Support Plan (ISP) wherever appropriate.

Should further needs arise your child can work with the Educational Psychologist, or Mental Health in Schools Team, to identify any particular emotional or social needs and recommend suitable strategies for supporting them in school.

How do we support children when they start our school, move between classes and transfer to other schools?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCO will contact the school and wherever appropriate arrange for a transition meeting to take place (in cases of long distance this could be a telephone conversation).
- If your child would be helped by a book/passport or Social Story to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible, including the full Pupil Profile showing your child's view on their education and a SEND Chronology (these can be shared via CPOMS during the transition process).
- If your child would be helped by a book/passport or Social Story to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Full pupil profiles will be shared with new class teachers prior to the September start.
- At the end of each academic year the SENDCO collates information from provision and assessments completed. This, along with the pupil's One Page Profile and current ISP, are passed on to the next class teacher.

In Year 5:

- The SENDCO of the Secondary Placement you have chosen for your child will be invited to the relevant review meetings to ensure they are familiar with your child's needs. For pupils who have a Statement or EHCP this would be the annual review. For other pupils this would be a review meeting at the end of Year Five.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCO from the new school.
- One Page Profiles (containing Pupil's Views) and a SEND Summary are sent to the next school to show the provision that has been made, any assessments or relevant information, and to highlight how your child feels about their education and the help that they are receiving.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport or Social Story to support them in understand moving on, then one will be made for them.
- Your child's full pupil profile will be shared with their new setting prior to the end of the academic year. If anything needs to be added to this, additional details can be shared following the end of the academic year.

How do we involve pupils with SEND in planning and reviewing their provision?

We believe that children should be fully involved in their development. We aim to involve children fully in planning and reviewing their progress and any SEND provision that is made for them so that, where possible, they can develop an understanding of what needs to happen for them to move forwards.

When writing Individual Support Plans (ISPs) / Provision Maps or Action Plans we aim to:

- Share our ideas for desired outcomes or targets with the child.
- Listen to whatever the child has to say about their support, through the use of the child's One Page Profile.
- Engender an understanding of the range of positive factors which will be present in the child's life, so that self-esteem is maintained and areas requiring support are viewed in a positive manner.
- Help the child understand that everyone has areas of weakness, and that there is value in doing your best.

All children are currently asked to contribute to their one-page profiles and annual reports, reflecting on things that are going well, and things that they think they should develop. These comments will be considered when reviewing and setting targets, and shared with their parents.

How do we evaluate the effectiveness of our provision?

We believe that monitoring and evaluation are an ongoing process, and recognise the importance of taking account of informal day to day conversations between members of staff, parents and pupils.

Following a period of formal reviews (such as those completed as part of the ISP / Provision Map cycle), the SENDCO will share key findings with the Headteacher and other appropriate members of staff. This allows us to analyse the effectiveness of our provision, and moreover, generate further plans for individual children and staff development.

At the conclusion of a fixed period of intervention, assessment data is gathered and compared to initial targets. The progress of children is measured so that we can ensure that we continue to use robust and effective systems to support pupil progress and achieve value for money.

Pupil Progress Data is compiled and analysed for all pupils, so that those falling below expectation can be highlighted and systems put in place to support their emerging needs. All data is shared with all appropriate members of staff.

As a school we maintain a SEND Framework which incorporates an overview of audits of need, analysis of progress, data reviews, attendance monitoring, financial reviews, examples of provision mapping, transition planning, overviews of school audits of training, action plans and other relevant SEND based documentation. This is updated during the early stages of the Autumn Term and shared with governors as a SEND Report. This document is not shared on our website as data for smaller cohorts can result in some pupils being easily identified.

How does the school deal with complaints?

We encourage parents to contact their child's class teacher or the SENDCO at the earliest possible opportunity to register any concerns that they may have.

We aim to resolve all issues and complaints in an informal nature through discussion between the involved parties. At Bradworthy Academy we want to ensure that parents / carers are able to express any concerns in an open and honest way so that we can come to a mutually agreeable conclusion.

We feel that through working in partnership with parents of all pupils, and especially those with SEND, we are developing a relationship of trust and respect. We would hope that parents would feel able to discuss their concerns with us openly, therefore reducing the risk of concerns becoming formal complaints. However, if a concern cannot be resolved the Academy has a complaints procedure which will be followed.

The policy which explains our complaints procedure is available on the parent's page of our website, or by request from the school office.