Devon Moors Federation
Clyst Hydon Primary School SEND Information Report
2026 - 2027

Our Federation's Vision

Our vision is that Schools in The Devon Moors Federation will provide a secure, happy and welcoming environment, in which emotional needs will be considered and everyone can achieve their potential, as life-long learners.

Schools in The Devon Moors Federation together with Devon County Council are committed to ensuring that all children and young people have a good start in life. Some children and young people have Special Educational Needs and/or Disabilities (SEND) and these needs mean a child may require additional support at certain times during their life.

Our schools aim to be as supportive and as inclusive as possible, with the needs of children with Special Educational Needs and/or Disabilities being met within the school setting wherever possible. We have a committed and dedicated team to ensure good quality teaching within our schools for all our pupils.

What is the "Local Offer"?

The Children and Families Bill came into force in March 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 0-25's. This is called the "Local Offer". Devon County Council has taken a multi-agency approach in supporting young people with Special Educational Needs and/or Disabilities (SEND). This means new ways of working where schools, care workers and the National Health Service work together to provide for a SEND child.

Please click the link below to access Devon County Council's dedicated webpages relating to the local offer:

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

Clyst Hydon Primary School SEND Information report

At Clyst Hydon Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.

Clyst Hydon is a mainstream primary school and admits children from age 3 to 11. We have nurturing ethos throughout the school. The broad areas of special educational need at Clyst Hydon include:

- Education, Quality and Inclusion Teams
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

Who has responsibility within our School for SEND?

The Class Teacher

Responsible for: -

- Providing the very best teaching which enables all children to progress and achieve to their full potential.
- Checking on the progress of a child, planning and delivering any additional help a child may need (this could be direct work or additional staff support), updating the Special Education Needs Co-ordinator (SENDCo) on concerns/progress.
- Writing Individual Learning Plans (ILPs) and setting targets, based on the smaller steps of progress needed for success, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Following guidance from outside agencies on ways of teaching children with specialist needs.
- Ensuring that the school's SEND policy is followed in the classroom.

The SENDCo: Mrs Charlotte Stevens

Responsible for: -

- Developing and reviewing the School's SEN policy in conjunction with the SEN Governor Co-ordinating and submitting the SEN Audit.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are:
  i) involved in supporting their child's learning
  ii) kept informed about the support their child is getting
  iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology or Education, Quality and Inclusion Teams.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure that records of children'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 Executive Head and Heads of School – Alison Mackey, Hayley Reynolds, Nikki Clarke, Sophie Percival, Lee White, Tom Pettifer, Tara Penny, Emma Donne and Liz Eggleton.

Responsible for: - ·

- The day-to-day management of the school; this includes supporting children with SEND.
- The Head of School will give responsibility to the SENDCo and class teachers but is still responsible for that child's SEND progression.
- Updating the Governing Body on issues relating to SEND children.

The SEND Governor – Mrs Izzie Hooper

Responsible for: -

- Reviewing the SEND Policy with the SENDCo.
- Making sure that necessary support is given to any child with SEND who attends our school.

What support is available for children with SEND?

A) Class Teacher Input – through excellent targeted classroom teaching (Ordinarily Available Inclusive Provision). For an SEN child this would mean:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what a child already knows, can do and can understand.
- That different ways of teaching are in place, so that every child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific practices are engaged to support the child's learning. These could be things that have been suggested by outside agencies, by our SENDCo or areas identified from the Targeted Support Framework.
- The child's teacher will have carefully checked on the child's progress and will have decided that the child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific Group Work – intervention which may be:
  - Run in the classroom or a group room.
  - Run by a teacher or a teaching assistant (TA).

B) Outside Agency Support – this means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This could be from:

- Devon Local Authority services, such as The Education, Quality and Inclusion Teams – working with the schools designated Inclusion Partner.
- Speech and Language Therapy
- Educational Psychology Service
- Occupational Therapy Service
- School Nursing Team
- CAMHS

What could happen:

- Parents may be asked to give permission for the school to refer their child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and them to understand the child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the child to understand their needs and make recommendations as to the ways the child is given support.

C) 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 a child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Ordinarily Available Inclusion Provision and Targeted Support.
- The child will also need specialist support in school from a professional outside the school. This may be from:
  - Local Authority central services such as The Education, Quality and Inclusion Teams, or Sensory Service (hearing or visual need).
  - Outside agencies such as the Speech and Language Therapy Service.

This would mean:

- The school (or parent) can request that Local Authority Services carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for the child.
- After the request has been made to the panel (with a lot of information about the child, including from parents), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support the child might receive from the LA and how the support should be used, and what strategies must be put in place. It will also have outcomes for the child, usually for the end of key stage.
- An additional adult might be used to support the child with whole class learning, run individual programmes or run small groups including the child.

How can parents let us know if they are concerned about their child's progress in school?

If parents have concerns about their child's progress, they should speak to their child's class teacher initially.

If they continue to be concerned that their child is not making progress, they may speak to the Special Education Needs Co-Ordinator (SENDCO): Mrs. Zoe Inkpen.

The school SEND Governor can also be contacted for support: Mrs. Izzie Hooper.

Both can be contacted through the school office.

We would encourage anyone to come and talk to us about any concerns or issues they may have; most can be resolved quickly. However, if parents still feel that the matter is unresolved, then the school's complaints procedure can be found on the website.

What happens if the school is concerned about the progress a child is making?

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

- Listen to any concerns parents may have.
- Plan any additional support the child may need.
- Discuss with parents any referrals to outside professionals to support the child.

How is extra support allocated to children and how do they progress in their learning?

The school receives funding from Devon County Council to support children with SEND. The Executive Head decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Executive Head, Head of School and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the 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.

A plan is drawn up, which is reviewed regularly, and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing support for children with SEND in the school?

School provision

- Teachers responsible for teaching through careful planning, Individual Learning Plans (ILPs) and small group work.
- HLTAs and TAs working in small groups and one to one sessions.
- Resource support i.e., Speechlink programmes, phonics reading programmes and resources to support physical and sensory needs.
- Some Teaching Assistants trained in nurture support programmes and offer support for children with emotional and social needs through one to one and group sessions.
- Specialist training for children with health issues such as diabetes training/epi-pen training, PiPs training for children with Behaviour issues.
- Liaise regularly with parents/carers to ensure the provision is right.

Local Authority provision – delivered in school when appropriate

- Educational Psychology Service
- Speech and Language
- Sensory Support Team

Health provision – delivered in school when appropriate

- Diabetes trained nurse
- School Nurse
- Occupational Therapy
- CAMHS
- Bowel and Bladder Team

How are the staff in school helped to work with children and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school provides and/or co-ordinates 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 Dyslexia and speech and language difficulties.
- 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. from the Educational Psychology service or The Education, Quality and Inclusion Teams.

Recent training shared/available within the Federation:

SEN Code of Practice for the SENDCo and SEND Governor, Safeguarding L2 and L3 training, Enhanced Autism Training (DEAP), EH4MH training, restorative justice training, bereavement training, EHCP training, Dyslexia training, sensory workshops, Devon Graduated Response tool training, Makaton introduction, Communication friendly classrooms, Autism, Passive intervention and prevention training, total communication training, Attachment Based Mentoring, Emotion coaching, Lego therapy, Therapeutic approaches to play based learning, Developing Relational Support Plans, Drawing Therapy, Emotional Based School Avoidance, Ordinarily Available Inclusive Provision, Needs Identification Tool, Targeted Support Framework, Educational Psychologist training to develop effective support strategies for children with SEND.

How will the curriculum and learning environment be matched to a SEND child's needs?

Teachers plan lessons to meet the needs of all the children in their class. Initially, through the use of the Ordinarily Available Inclusive Provision (OAIP) Framework and if a higher need is evident through the

Targeted Support Framework. In doing this, they plan a range of activities so that all children can learn as well as possible. Sometimes, children with SEND will receive extra support in class from another adult, such as a TA. They may also use extra equipment or other resources that will enable them to learn more quickly. On other occasions, children may be taken out of class to receive extra support, in the form of a special programme or activity. Normally these programmes are for a short time and for a specific purpose. At the end of the programme, we assess how well it has helped the child and decide on the next steps.

How does Clyst Hydon Primary School measure a SEND child's progress?

- A child's progress will be continually monitored by his/her class teacher.
- Their progress in maths, reading and writing will be reviewed by the Head of School and SENDCo every term.
- 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). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an ILP based on small steps targets or targets set by outside agencies specific to their needs. Targets will be set using small steps and designed to accelerate learning and close the gap. Progress against these targets will be reviewed termly, evidence for judgments assessed, and a future plan made in conjunction with children and parents.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with the child and all adults involved with the child's education.
- The SENDCO will also check that SEND children are making good progress within any individual work and in any group that they take part in and discuss this with the child's class teacher.
- Regular book scrutinies, pupil interviews and lesson observations will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for parents of children with SEND?

- The class teacher is regularly available to discuss a child's progress or any concerns that parents 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 parents to discuss a child's progress or any concerns/worries parents may have.
- Regular TAF meetings when appropriate.
- All information from outside professionals will be discussed with parents, or where this is not possible, in a report.
- ILPs will be reviewed with parental involvement every term.
- Homework will be adjusted as needed to children's individual requirements.
- A home-school contact book may be used to support communication with parents when this has been agreed to be useful.

Impartial support and advice is available for parents through DIAS – Devon Information, Advice and Support: www.devonias.org.uk

Accessibility to the school

As a Federation, Devon Moors recognises:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) "from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services"
- Schools and LEAs must:

    - not treat disabled pupils less favourably; and
    - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plan

The schools will: -

- Discuss any special requirements a disabled child may need when coming to our school.
- Work with parents/carers, specialist support workers to make arrangements to accommodate any child with a disability.

How do we support children joining the school, moving on to another class or leaving this school?

We understand the need for good transition practice and that this is especially important for a SEND child. We take steps to ensure that any transition is as smooth as possible.

If a child is joining us from another school:

- The Foundation Stage teacher will visit pre-schools with the SENDCO if appropriate.
- If the child would be helped by a book/passport/welcome pack to support them in understanding moving on, then one will be made for them.
- The child will be able to visit our school and stay for a number of taster sessions, if this is appropriate.
- The SENDCo will make any necessary arrangements to share information through contact with professionals, parents and in meetings.

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. ILPs or provision maps will be shared with the new teacher.
- If the child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

If a 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 the child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about a child are passed on as soon as possible.
- If the child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENDCO will discuss the specific needs of the child with the SENDCO of the child's secondary school. In some cases, a transition review meeting, to which parents will be invited, will take place with the SENDCO from the new school.
- The child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, the child will visit their new school on several occasions, and in some cases staff from the new school will visit the child in this school-an enhanced transition.
- If the child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

How do we support the Emotional and Social Needs of a Child?

We understand that some children have extra emotional and social needs that need developing and supporting. Some children struggle with behaviour difficulties, are anxious or can't communicate. The school provides structured PSHE lessons within the class environment and we also work closely with external professionals to provide support for children. However sometimes some children find this difficult so therefore we provide: -

- Small group work or nurture sessions to help these children with behaviour.
- Small group or 1:1 nurture sessions in our garden and forest.
- Additional play equipment for lunchtime and break time supported by planned activities by our Meal Time Assistants to promote positive play and communication.
- Lunchtime and afterschool clubs to encourage these children to take part in a different activity and play as part of a team with other children.
- There will also be scheduled meetings with parents/carers to closely monitor the behaviour.
- The child may have a Behaviour Care Plan outlining their targets and the support put in place for them.

If a child is still requiring additional support, our SENDCo may contact the parents/carers, to seek permission to get further support from outside agencies and to arrange a Team Around the Family meeting (TAF), which will help to understand the child's emotional needs further and set out a plan to work with that child accordingly.

Other school information that maybe of interest on the Devon Moors website:

SEND Policy
Behaviour Policy
Safeguarding Policy
Accessibility Plan
Complaints Procedure
Equality Policy, Guidance and Objectives

http://www.devonmoorsfederation.devon.sch.uk/further-information/policies