



SEN Information Report

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SENDCo – Mrs Jessica Webber

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This SEN Information Report forms part of the Devon Local Offer for learners with SEND, published by Devon County Council. This provides an outline for the provision available education, health and social care for children with SEND and is available here

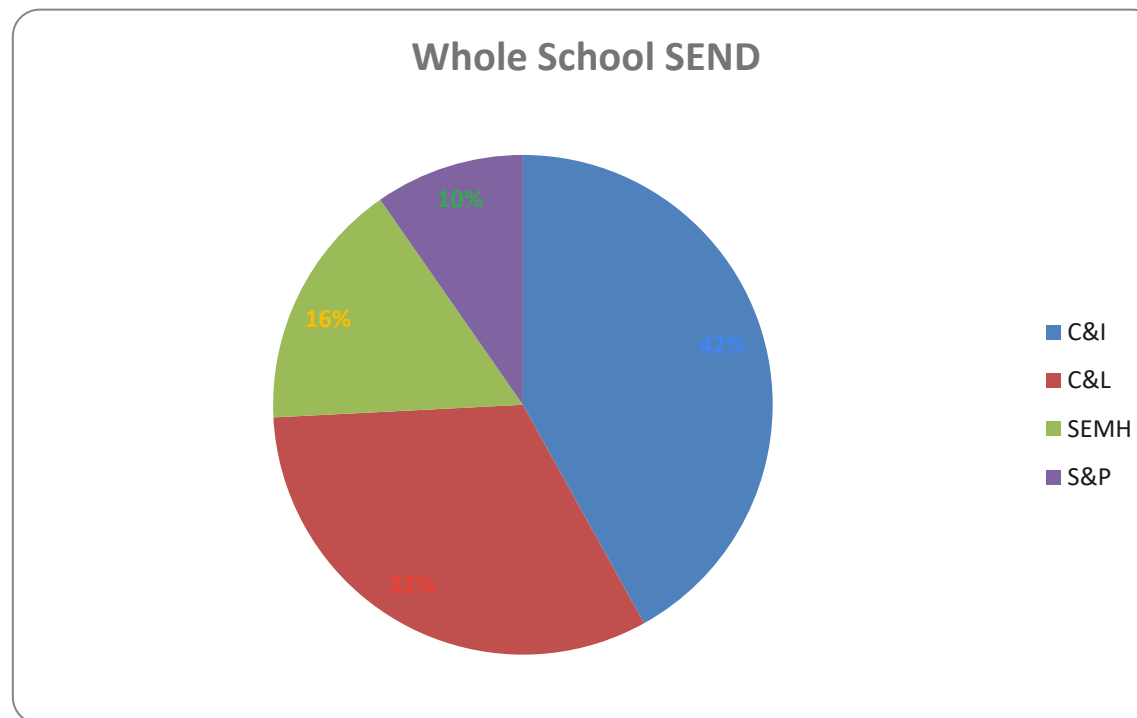
: [Devon's SEND Local Offer - help and support for children with SEND](#)

**What kinds of
SEND do
Colyton Primary
Academy
provide for?**

Colyton Primary Academy provides support for pupils across the 4 areas of need, as laid out in the SEND Code of Practice 2014:

- ☐ **Cognition and learning**; SPLD including Dyslexia.
- ☐ **Communication and Interaction**; Speech, Language and Communication Difficulties as well as Neurodivergence including Autistic Spectrum Disorder.
- ☐ **Social, emotional and mental health difficulties**; including ADHD.
- ☐ **Sensory and/or physical needs**. Hearing Impairment (HI) Visual Impairment (VI) Multi- Sensory Impairment (MSI) and Physical difficulties (PD)

We currently have 31 children on the SEND register and with the following areas of Primary Need:



If you want to know more about SEND at Colyton Primary Academy, please contact the SENDCO, Jess Webber.

How do we identify pupils with SEND?

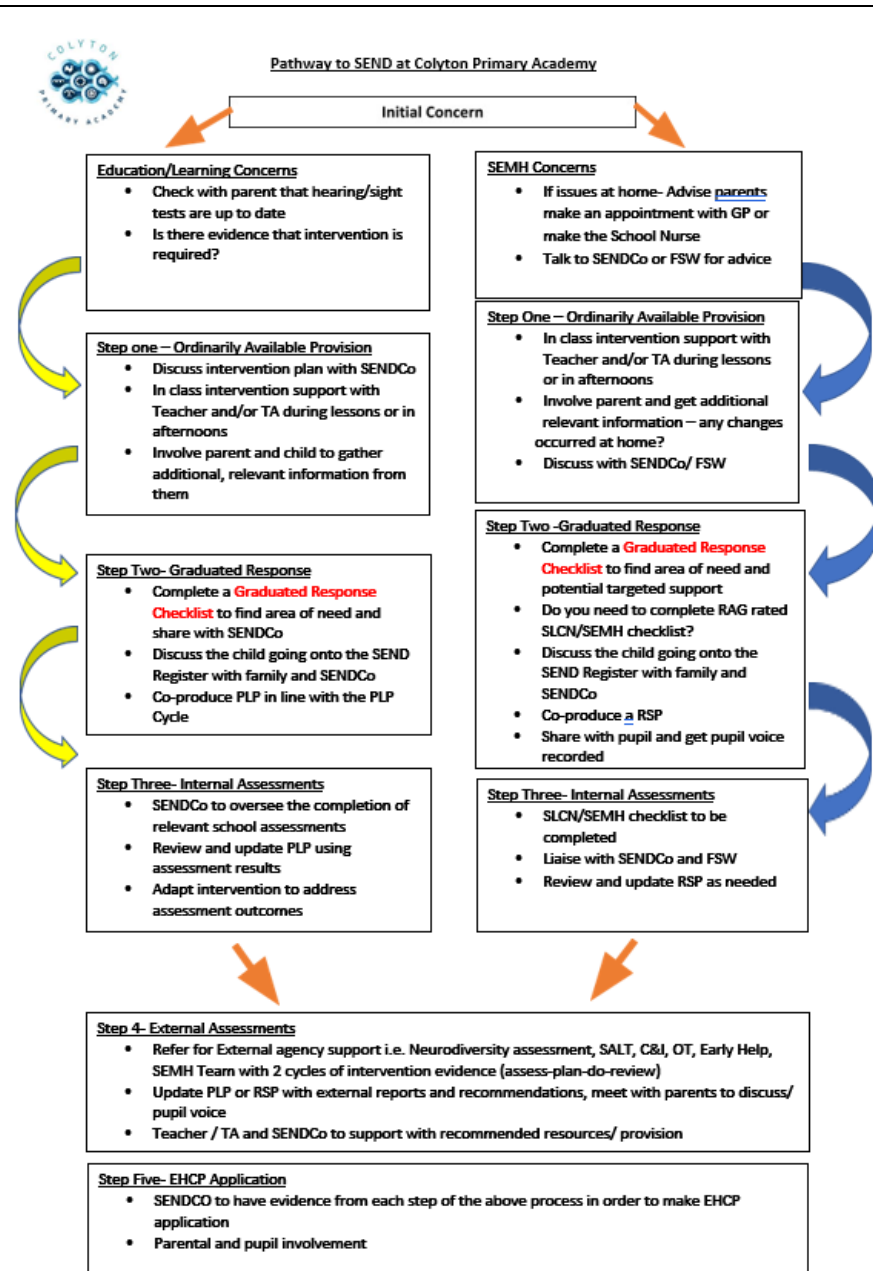
Pupils have special educational needs if they require provision to be made **which is additional to or different from** that normally available in a differentiated curriculum to make progress.

The SEND Code of Practice states a child has a Learning Difficulty or Disability if they;

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

We are able to identify pupils with a SEND need through a range of assessment strategies:

- Children performing below age related expected levels
- Assessments of children on entry to school
- Ongoing attainment tracking through the year
- Internal assessments and screeners
- Concerns raised by parents/ carers
- Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance
- Consultations between class teachers and members of the leadership team where progress is discussed
- If children have English as an Additional Language (EAL) and there are SEND concerns, we will commission first language assessments to ensure an accurate assessment is made.
- Liaison with external agencies e.g. SEMH Team, Communication and Interaction Team
- Health diagnosis through Paediatrician or advice from GP
- Liaison with previous school or setting, if applicable



Information about the First Federation Trust policies for identification and assessment of pupils with SEND can be found by clicking on the link: <https://www.firstfederation.org/send-and-equality/>

How does the school approach teaching pupils with SEND?

How is the curriculum and the learning environment adapted for pupils with SEND?

We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. We seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met.

Ordinarily Available Provision for pupils includes:

- Quality first teaching, with appropriate adaptations to tasks are made for all pupils
- Extra adult support in classrooms where appropriate
- Inclusive approaches are used across the school to enable all children to reach their full potential
- Personalised provision through time-limited programmes
- Personalised provision through adapted resources and interventions
- The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning
- Family Support Advisor interventions and check ins.
- Differentiated resources and teaching styles, which may include; specific reading schemes, now next boards, writing slopes, wedge seat cushions, Widgeit, Language Link, Nessy, TT Rock Stars, Accelerated Reader
- Appropriate choices of texts and topics to suit the learner

At Colyton Primary Academy we offer the following Targeted Support for pupils with SEND:

- One to one mentoring,
- Forest school,
- Reading support.
- Language groups using Language link
- Pre and post teaching
- Small group social skills and emotional development support
- Small group curriculum interventions
- Calm and nurturing learning environments
- Sensory breaks, known as Brain Boosts
- Groupings that target specific levels of progress
- Access arrangements for tests and or examinations
- Lunch Time Hub
- Targeted use of additional adults as appropriate

Our Accessibility Plan also provides further examples and can be found here:

<https://www.firstfederation.org/send-and-equality/>

How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?	We are committed to ensuring that our SEND pupils have fair and equal access to extra-curricular activities, such as trips and interventions. We are able to support through smaller ratios for those who need it while off-site, additional supports for changes in routine and adapted activities where necessary. We offer the Colyton Extras programme of life skills and practical tasks to all our learners, and will support every pupil to achieve these objectives.
How do we evaluate the effectiveness of provision for pupils with SEND?	We use a range data to judge how effective our provision for pupils with SEND is, from assessment data, attendance or behaviour data or evidence gathered through observations and questionnaire responses. Where relevant, this is shared with parents and carers. • Teachers are continually monitoring the progress and outcomes for all in their class as part of their Ordinarily Available Provision and will adapt provision as required. • Progress of individual pupils with SEND and the impact of support given is completed at least termly through discussions with the pupil, parents and carers and adults working with the pupil. • Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted as required. • The Leadership Team regularly undertake monitoring of SEND provision in the classroom. • Progress of SEND is reported termly to the Board of Directors • Our SEND information Report, posted on the Website, is updated at least annually and when any significant changes are made to our provision.
What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?	We use a graduated approach at Colyton Primary Academy. This means that we follow a process of Assess, Plan, Do and Review. Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil. Plan: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review. This will be a PLP or in some cases an EHCP. Do: the plan is put in place as agreed and followed by all stakeholders. Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again. Parents and carers, pupils and other relevant stakeholders will all be invited to review provision at least termly. We host termly SEND Coffee Mornings where parents are invited in to engage in a community of SEND parents. We are also able to offer advice and support during these.

What support is available for improving the social emotional and mental health of pupils with special educational needs?	SEMH support is available for children who need it, and we recognise the increased vulnerability of our SEND learners. This support could take the form of small group interventions or 1:1 mentoring. We always engage with parents and carers to help us to gain a full perspective on children's emotional wellbeing. We signpost and refer for emotional/social support as required. All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by: • High quality PSHE lessons • Specialist support for individual pupils by the Family Support Advisor or SENDCo. • School Council • Pupil Voice • Social stories, comic strip conversations and choice charts • Movement and regulation breaks following the Alert, Organise, Calm procedure • SPARKS Resilience Intervention Programme. We are a Trauma Informed School, meaning all staff have CPD on Relational Approach and offer calming and nurturing tones to our children.
What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured?	• An audit of staff experience in SEND is undertaken annually. • The SENDCo, Mrs Webber, is currently undertaking the NPQSENCO Award. • The Trust SEND Lead holds the National Award for Special Educational Needs (NASENCO) qualification - Mrs Hannah Evans. • The SENDCo attends the termly First Federation Trust SEND Network days • The SENDCo regularly provides input at SEND specific staff meetings. • TAs attend a weekly TA meeting led by the Head of School, SENDCo or FSW. • When required, specialist expertise from external services such as Communication and Interaction (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP), Health and other services are employed as appropriate. • Our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children • At least half termly staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given immediate support and advice which is followed up by further professional discussions and monitoring as appropriate

What arrangements are made for involving and consulting parents of children with special educational needs?	The views of parents and carers is important to us and we recognise the value in all working together to support your child's education. You can expect to meet with members of school staff to; • Discuss any SEND concerns in the first instance • Co-produce all Personalised Learning Plans, at least termly • Discuss progress at Parents Evenings, with the SENDCo also where necessary • Review EHCPs, annually, along with any professionals involved. Parents can request an interim review if needed. • Attend Team Around a Family (TAF) meetings, where the relevant professionals working with your child can discuss progress and the next steps. • Early Help Parent Partnership – Devon SEND offer https://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer/
What arrangements are made for consulting young people with special educational needs and involving them in their education?	We greatly value the active participation of young people in their education. This is facilitated by: • Active involvement in planning and evaluating targets set in Personal Learning Plans, at least termly. • Young people have an active involvement and their views are an important part of the Annual Review process • Where appropriate, personal interviews are conducted. In school, pupil voice is also facilitated by: • School council • Family Team Captains
How does the school ensure the continuity of support during transition points?	Transition from nursery to primary school: Early Years teachers and the SENDCo liaise with Early Years settings to discuss support needed and arrange visits ahead of main transition events as necessary. Transition from primary school to secondary school: Colyton Primary Academy staff will liaise with secondary schools to discuss support needed and arrange additional visits ahead of main transition events as necessary. We will work closely with you to identify the best transition support for your child. Additional support will be offered, as needed, to students with SEND regarding National Assessments e.g. SATs, in line with the government access arrangements requirements.

	Transition between year groups within Colyton Primary Academy: Allocated time is provided to support the successful transition of children, particularly those with SEND, from one academic year group to another. This ensures that your child's receiving teaching team benefit from the knowledge and expertise of the team that know your child's needs well. We will plan specific transition tasks e.g. photos of new classroom/toilets/staff, arrange short visits to new classrooms Transition to another primary school: If a child with SEND leaves Colyton Primary Academy to attend another primary school, the SENCO will ensure that discussions are had with the receiving school, and relevant paperwork is shared to support a smooth transition.
Who should I contact if I am worried or if I would like to talk to someone about SEND? What arrangements are in place relating to the treatment of complaints about SEND provision?	Colyton Primary Academy SENDCo – Mrs Jessica Webber. Jessica.webber@firstfederation.org.uk, 01297 552231 The First Federation Trust Director with responsibility for SEND is: Carolyn Bromfield - admin@firstfederation.org.uk If you have concerns about your child's SEND provision, you should initially raise these with the class teacher and/or SENDCo The First Federation has a complaints procedure, which can be found on the website. http://www.firstfederation.org/complaints/ If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage. Parents and Carers can access further information, support and guidance from Devon Information Advice and Support for SEND https://www.devonias.org.uk/