

Special Educational Needs And Disabilities (SEND) Information Report



Executive Head Teacher: Jayne Peacock
SEND Governors: Jo Harrison & Jennifer Henderson
SENDCO: Mark Bishop

Report by:	Mark Bishop & Jayne Peacock	Date	22/7/2026
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Introduction - What is a SEND information report

Dear parent/carers/reader,

The purpose of this report is to explain how we implement our Special Educational Needs and Disabilities (SEND) policy. The intention in this document is to communicate what SEND support at our schools looks like. In this report, you will find information about the four categories/areas of SEND, how Devon as a local authority aims to support children/families/schools, how the federation aims to support children with SEND, how success and progress is measured within SEND and who you can talk to within the federation if you wish to explore this topic further.

All Devon Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. Within the West Exmoor Federation, we follow a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEND Policy which outlines the purpose, nature and management of special educational needs within our schools.

Definition of Special Educational Needs and Disability

The SEND Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

The SEND Code of Practice 0-25 years (2015) can be found by using the following link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the Local Authority Local Offer?

- The Children and Families Bill became 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 (SEN) 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. The Devon Local Offer can be accessed at <http://www.devon.gov.uk/send>

What kinds of special educational needs might the children within the West Exmoor Federation have?

Special educational needs and provision can be considered as falling under four broad areas:

Area of need	Description	Location within SEND CoP (2015)
Communication and interaction (C&I)	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.	6.28 & 6.29
Cognition and learning (C&L)	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.	6.30 & 6.31

Social, emotional and mental health difficulties (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	6.32 & 6.33
Sensory and/or physical needs (S&P)	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.	6.34 & 6.35

More information about the 4 areas of need can be found here:

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

Who are the best people to talk to within the Federation about my child's difficulties with learning/special educational needs or disability (SEND)?

The Class Teacher	Responsible for: ● Plan, Do, Review, Assess - 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 Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary ● Writing 'IEP's' (Individual Education Plans) in consultation with the SENDCo and sharing and reviewing these with parents once each term and planning for the next term ● Personalised teaching and learning for your child as identified on the class provision map ● Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND ● Overseeing support that TAs provide for your child ● Ensuring that you are involved in supporting your child's learning at home
The SENDCo: Mark Bishop	Responsible for: ● Developing and reviewing the school's SEND policy; ● Advise, Guide, Oversee, Moderate - Co-ordinating all the support for children with special educational needs or disabilities (SEND) ● 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 ● Ensuring that you are: ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ 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 Federation's SEND register (a system for ensuring that all the SEND needs of pupils across the federation are known) and making sure that records of your child's progress and needs are kept
The Executive Headteacher: Jayne Peacock	Responsible for: ● The day-to-day management of all aspects of the school; this includes the support for children with SEND ● The Executive Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND
The SEND Governors: Jo Harrison and Jennifer Henderson	Responsible for: ● Making sure that the necessary support is given for all children with SEND who attend the Federation ● The review of the SEND policy

How are children with Special Educational Needs identified and assessed?

Within the West Exmoor Federation children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENDCo where concerns raised
- Concern raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

What are the different types of support available for children with SEND across our federation?

The West Exmoor Federation uses a graduated approach to supporting our students. To achieve this, we follow Devon's Ordinarily Available Inclusive Education Framework, which sets out the expectations that children and young people can have of their education setting to provide adaptive teaching, inclusive practice and what this looks like for them. Below, is an image which highlights the main elements of this approach.

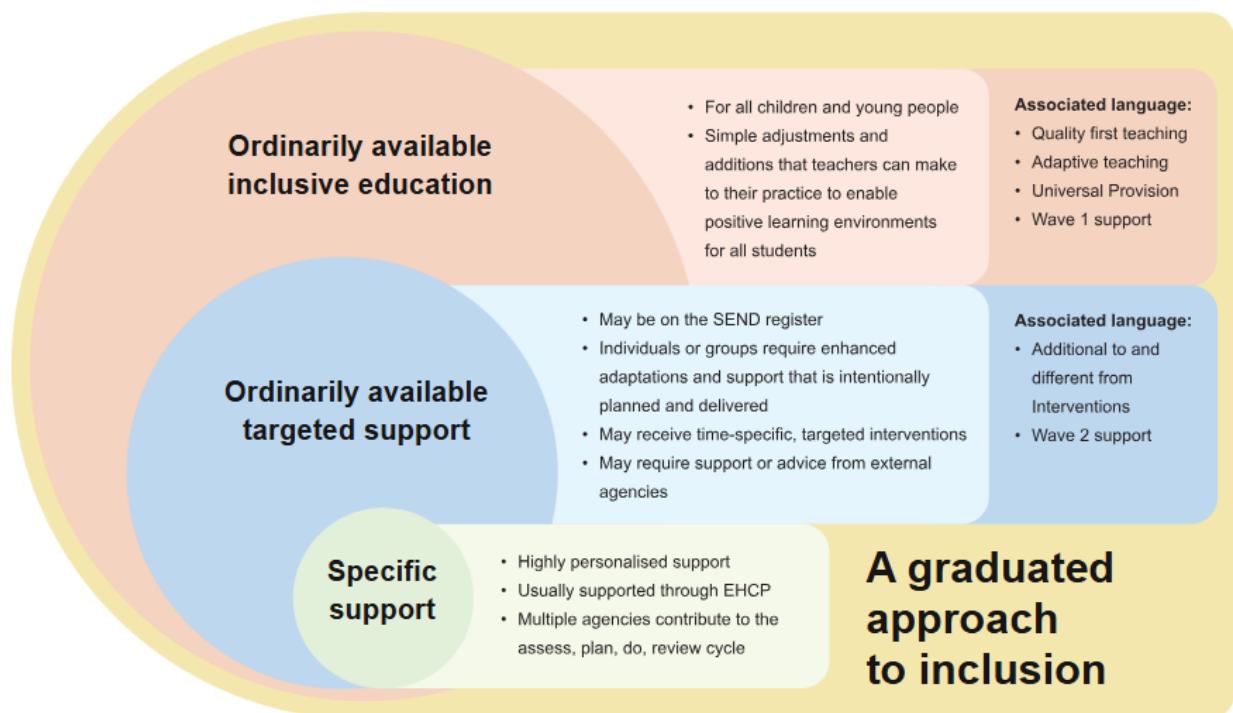


Image taken from <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/introduction/>

Ordinarily available inclusive provision (OAIP)

OAIP incorporates 10 key principles, illustrated below.

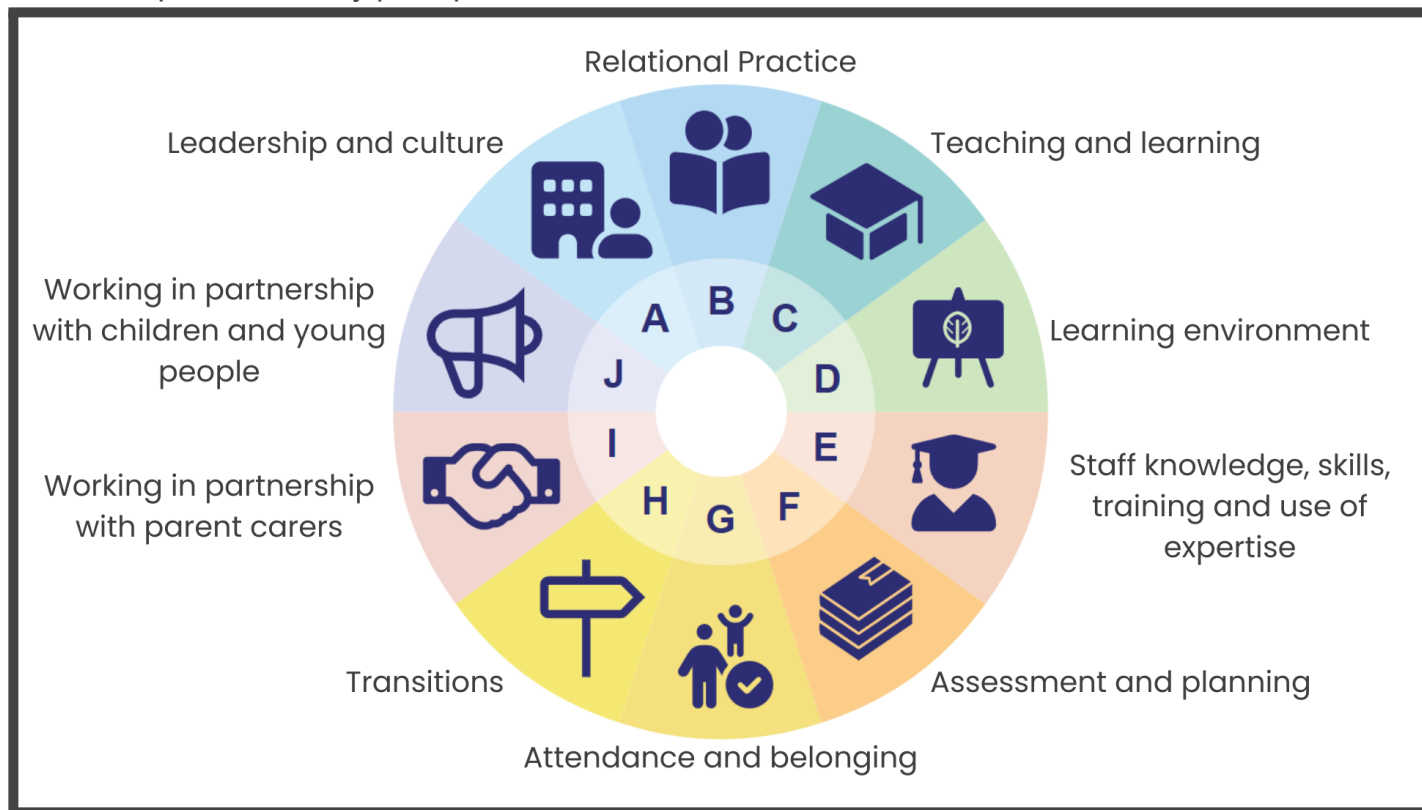


Image taken from and altered: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>

More information on each of these key principles can be found in the link underneath the image but for your child this would mean:

- By keeping these principles at the forefront of our practice, we aim to give your children the best possible experience we can.
- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching builds 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 are in place to support your child to learn including: resources/provision e.g. seating plans, pencil grips and some intervention programmes. Intervention programmes may be:
 - Run in the classroom or a group room/ area
 - Run by a teacher or a teaching assistant (TA)
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Ordinarily Available Targeted Support

If a child/young person needs more than we can cover with our OAIP, we will follow Devon's Ordinarily Available Targeted Framework. At the time of publishing this report, the aforementioned framework is still under development but below is information on how the West Exmoor Federation will assess and support students who may require more than our OAIP currently covers:

Targeted support

We will explore additional (targeted) provision with you and your child that our OAIP does not currently cover.

This includes making enhanced adaptations and delivering targeted, time specific interventions. Some pupils will be on the SEND register and receive SEN provision at SEN support.

Special educational provision is described as provision that is 'additional to and different from' the support normally available to children and young people of the same age (SEND Code of Practice, 6.15) and is designed to support children and young people with SEND to access the national curriculum.

Additional support and advice may be needed from external agencies. This targeted support will also be provided within the school's available resources.

This support will be structured around the four areas of need in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Physical and Sensory

You will be asked to give your permission for the Federation to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the Federation to understand your child's particular needs better and be able to support them more effectively in school

If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Children at this level of support may have an Individual Education Plan (IEP) put in place to more closely track their steps of progress.

Specific support

This type of support is available for children whose learning needs are severe, complex and lifelong. It is the third tier of the graduated response.

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.

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

Your child will also need specialist support in school from a professional outside the Federation, which may include any agency that is listed above.

For your child this would mean:

- The Federation (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your 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 you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the federation to continue with the current support
- After the reports have all been sent in, the Panel of Professionals will decide if your 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 Federation to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to help your child make as much progress as possible
- The EHCP will outline the amount of funding the federation will receive from the LA to support your child. It will also outline 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
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

Other key questions you may have about our SEND support and inclusion..

How can I let the Federation know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. This could be done at a Parent Consultation Meeting or an appointment can be made via the school office.

If you continue to be concerned about your child's progress or any other aspect of their social, emotional or mental health, you should contact the school to make an appointment with the SENDCo. This can be done via the school office or you can message the SENDCo on 'Class Dojo'.

How will the Federation let me know if they have concerns about my child's progress or well-being in school?

If your child is identified as not making progress or if there are any concerns about their SEMH, the Federation will set up a meeting to discuss this with you in more detail. The steps taken will be as follows:

- Meeting with class teacher to gather your views and those of your child
- Referral made to the SENDCo if deemed necessary
- Information gathering, possibly including referral to outside

agencies

- 'Team Around the Family' (TAF) Meeting to determine next steps, eg, involvement of outside agencies, placement on the SEND Register, further Universal Support.

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

The Federation budget, received from Devon LA, includes money for supporting children with SEND.

The Executive Headteacher 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 Federation.

The Federation identifies the needs of SEND pupils on a provision map. This identifies all support given within the Federation 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.

Who are the other people providing services to children with SEND in our Federation?

School provision

- Subject Leaders from the Teaching Team
- Teaching Assistants working with either individual children or small groups
- Teaching Assistants offering support for children with emotional and social development
- Volunteers and parent helpers work with small groups to support reading

Local Authority provision delivered in school

- Specialist Teaching Team
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- ESLAC (Educational Support for Looked After Children)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Paediatricians (Community Child Health)

How are teachers in the Federation helped to work with children with SEND, and what training do members of staff have?

The SENDCo role is to support the class teacher in planning for children with SEND.

The Federation provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole Federation training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD), SEMH 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 Specialist Teaching Team or the Local Authority.

TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have training in Specific Learning Difficulties, which is a common area of SEND in our Federation. Other training includes assessing reading and running records (FFT Literacy Support), Counting to Calculating, Fun Fit, Language Link, Talkboost, Plus One, precision teach, social stories, supporting transition and peer massage and supporting children with autistic spectrum difficulties. Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their 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 (including for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.

Where necessary, children will have an 'IEP' based on outcomes agreed by teachers, parents, pupils, the SENDCo and/or external agencies which are specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these outcomes will be reviewed regularly, evidence for judgements assessed and a future plan made; this will be done in consultation with parents and taking into account pupil views.

The progress of children with a EHC Plan 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.

Regular book looks and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Should your child be working below the expectations of their current key stage, we will assess academic progress against the pre-key stage standards.

What support do we have for you as a parent of a child with SEND?

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. Information from outside professionals will be discussed with you in person, where possible, or alternatively in a written report. Additional support plans will be reviewed with your involvement termly. The Devon Information Advice Service (DIAS) is available to give further impartial advice and support should you need it. Their website address is www.devonias.org.uk.

How is the West Exmoor Federation accessible to children with SEND?

The Federation is fully compliant with Disability Discrimination Act (DDA) requirements.

The schools are generally on one level with easy access and double doors where appropriate. The only exception to this is at Lynton where a short run of steps lead to/down from the hall/reception area/Streams classroom. Wheelchair access is possible via alternative external routes around the school and, should the need arise, plans will be put in place to provide an internal ramp.

Support from outside agencies to provide specific support and resources where necessary, e.g., Occupational Therapy and Physiotherapy.

We ensure wherever 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.

Quiet areas and calming zones are provided for children who need a space to support their emotional needs.

How will we support your child when they are joining the Federation? Leaving the Federation? Or moving to another class?

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 visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them when moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our Federation and stay for a 'play day'.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to school.

If your child is moving to another school:

- We will contact the school's 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.

When moving classes within the Federation:

- 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. IEP's will be shared with the new teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the Head of Year and/or SENDCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from their new school.
- 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 to support them in moving on, then one will be made for them.

How will we support your child's emotional and social development?

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 struggling to communicate effectively. Support provided includes:

- All classes follow a structured **PSHCE (Personal, Social, Health and Citizenship Education)** curriculum to support this development. However, for those children who find aspects of this difficult we offer
- A nurture Forest School group for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment;
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of Jigsaw.
- All programmes are delivered by teaching assistants who are trained and experienced in delivering them
- A range of extra-curricular groups which all children are invited to join; Lunchtime and playtime support through planned activities and groups
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Executive Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

School contact information

Lynton C.E. Primary School	01598 75330
Parracombe V.C. Primary School	01598 763338
Kentisbury Primary School	01271 883263
Federation email address	admin@westexmoorfederation.org.uk
Executive Head Teacher	jayne.peacock@westexmoorfederation.org.uk
SENDCo	mark.bishop@westexmoorfederation.org.uk
SEND Governors	jo.harrison@westexmoorfederation.org.uk jennifer.henderson@westexmoorfederation.org.uk