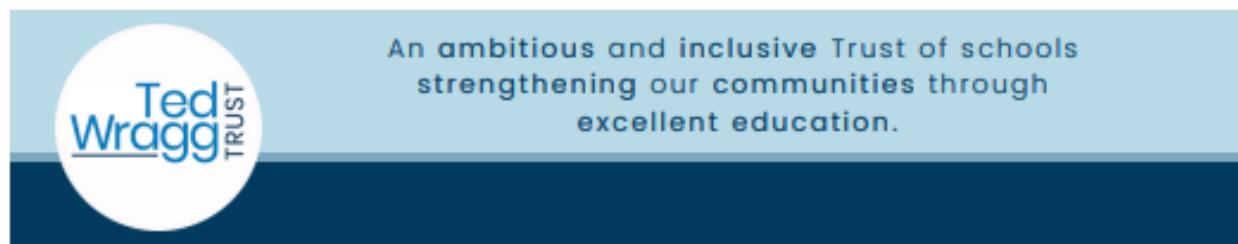




SEND Information Report





At West Exe School, we believe all children deserve the very best possible start and we aim to enrich the lives of all our students. West Exe School is a mainstream school. Approximately 17.3% of the students in the school are currently identified as having SEND (4.5% have an EHCP). The most common needs in the school are: ASD, SEMH and Moderate Learning Difficulties MLD.

All children with Special Educational Needs and Disabilities (SEND) are welcome at West Exe. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. West Exe School is a fully inclusive school providing a caring and supportive learning environment and a knowledge rich curriculum enabling students to achieve their potential.

Parents/Carers and students are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets.

The Academy uses specialist strategies, which include a strong commitment towards training and developing all teachers and Learning Support Assistants in their understanding of SEN to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contributes significantly to students' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENCo who is part of the Senior Leadership team and who has completed the National Award for SEN Coordination.
- Have a named Governor for SEN.
- Have a SEN Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEN peer reviews.
- Ensure students with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting children with SEN:

- First, all staff are aware of the SEN students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEN is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.



- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

Special Educational Needs Coordinator (SENCO)	Louise Darvid louise.darvid@westexe.devon.sch.uk 01392 660100
Staff member with overall responsibility for students with Medical Needs	Louise Darvid louise.darvid@westexe.devon.sch.uk 01392 660100
SEN Governor	Anna Lopez
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of students with Special Educational Needs.	Devon Information advice and Support (DiAS) https://devonias.org.uk/ 01392 383080 devonias@devon.gov.uk

Implementation

Questions	School Response
What kinds of special educational needs are provided for at West Exe School?	<p>West Exe School is a mainstream, inclusive Secondary school for children aged 11-16 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Children on the Autistic Spectrum



	<p>We make reasonable adjustments to our practices to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEN of students at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, OR • the attendance of the child or young person at the school would be incompatible with the efficient education of others, or the efficient use of resources. <p>Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>We have highly trained teachers and Learning Support Assistants who can identify and help support children who are experiencing any difficulties and the SENDCo will coordinate this work across the whole school. All children are different so every child is unique with their learning journey. Teachers continually monitor the progress of students which is recorded at scheduled assessment and data periods throughout the academic year. Class teachers and Learning Support Assistants can discuss any concerns they have as and when needed with the SENDCo and Inclusion Team.</p> <p>There are many ways that we may identify a SEND child, for example:</p> <ul style="list-style-type: none"> • Liaising with all primary providers and other primary schools to ensure that information on children transitioning into West Exe School is shared effectively. • Teachers carry out regular assessments, so that they are able to quickly identify any student who is experiencing particular difficulties. • Parents may raise concerns about their child. • Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need. • Students' views • Review attendance and exclusion data for students with SEND <p>Students at West Exe School have their academic progress tracked through regular data and reporting cycles. Where these identify concerns with academic progress, concerns will be discussed with Heads of Subject, Heads of Department and the Senior Leadership of the school and adjustments made to their provision by the relevant departments. Where these do not have the necessary impact, concerns will be passed on to the SEND Team for further investigation and support. We are likely to conclude that a student is having difficulties accessing learning if their learning is significantly behind age related expectations or the</p>



	<p>target grades projected from their prior learning and assessment for more than one data cycle.</p> <p>Outside of academic work, there may be other signs that students need additional help and support or have unidentified needs and so we also carefully monitor students' behaviour and consider how they are presenting more generally in school. For example, their social skills or apparent emotional wellbeing, safeguarding information, attendance, health information or feedback directly from parents/carers or from the students themselves are monitored in order to ensure that we consider other possible underlying symptoms or signs of additional need.</p> <p>We use screening tools such as reading and spelling test information; Boxall profiling; Strengths and Difficulties Questionnaires and similar to more precisely identify and target need.</p>
<p>How does West Exe School evaluate the effectiveness of the provision for children with SEND?</p>	<p>Subject leaders and the SENDCo measure the effectiveness of provisions made for students as part of their subject monitoring cycle. This will include learning walks, work trawls.</p> <p>The effectiveness of interventions is measured on a Provision Map. Interventions will be monitored by the Inclusion/ learning support team and SENDCo and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through the 'Team Around Me' process or an 'Early Help Assessment', the multi-agency team working with the child will meet at regular intervals to review progress against outcomes.</p> <p>Students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Louise Darvid will report regularly to School Governors and where possible will attend meetings and report to the Governing Body</p>
<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>At West Exe School, we track and analyse children's progress at assessment points throughout the academic year. Students who require additional support are raised at weekly meetings with heads of year, designated safeguard lead, the SENDCo and members of SLT. This helps to ensure early identification of need and provide the appropriate support for the student.</p>



	<p>Where specific needs are apparent, West Exe School has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.</p> <p>There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a student progresses through to targeted or specialist levels of support.</p> <p>For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an</p> <div data-bbox="466 592 1426 1244"> <div data-bbox="504 601 747 1257"> <p>UNIVERSAL SUPPORT</p> <p>Assess → Plan → Do → Review</p> </div> <div data-bbox="933 601 1298 626"> <p>Universal Support, typical pupil characteristics:</p> </div> <ul style="list-style-type: none"> Pupils operate broadly within the expected range of abilities for their age, but their progress/development may occur at a somewhat slower pace than that of other pupils. Barriers to accessing education are supported. Pupils remain part of the mainstream teaching timetable for all activities Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs <div data-bbox="504 826 732 1257"> <p>TARGETED SUPPORT</p> <p>Assess → Plan → Do → Review</p> </div> <div data-bbox="913 826 1287 851"> <p>Targeted Support, typical pupil characteristics:</p> </div> <ul style="list-style-type: none"> Pupils' progress with learning and development is at a very slow rate and additional support is needed to achieve this. There are identified barriers to accessing education. Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers Interventions and/or provision (group or individual) have been identified <div data-bbox="520 1057 747 1257"> <p>SPECIALIST SUPPORT</p> <p>Assess → Plan → Do → Review</p> </div> <div data-bbox="906 1051 1292 1075"> <p>Specialist Support, typical pupil characteristics:</p> </div> <ul style="list-style-type: none"> Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Barriers to accessing education are challenging and persistent. Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice </div> <p>assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p>
<p>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</p>	<p>We have a highly ambitious and broad curriculum and we expect our SEND students to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's knowledge rich curriculum. All students with SEND have a student passport which is shared with teachers to help support their learning, helping them to access the curriculum.</p> <p>We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our School. Our highly skilled teachers will use techniques such as scaffolding to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND students' needs, starting points and aspirations.</p> <p>All teaching staff and Learning Support Assistants are provided with information about individual student's needs via a Student Profile, which is written by the SENDCo and which draws on information from a range of sources, usually including previous reports from external agencies, relevant test results, previous school reports, and parent and student</p>



feedback. The Student Passport gives information about needs but also strategies which can be used in the classroom to support those needs. Teachers are expected to differentiate their teaching to suit the needs of the students in their lessons and in some cases, classes may be set to better accommodate this. Teachers are expected to regularly give feedback about students with SEND and this is used to inform the plan, do, review cycle, in discussion with parents, and usually, the students themselves.

Teaching of students with SEND is considered in learning walks, data analysis, feedback from students and parents, and through work scrutiny, to ensure that students are receiving appropriate and effective teaching and support.

What would high quality targeted classroom teaching look like for my child?

- Teachers would have the highest possible expectations for your child and all students in the class
- That all teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.
- Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn.
- Your child's teachers will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress

The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in class support by Learning Support Assistants, adheres to their recommendations on effective deployment of Learning Support Assistants.

Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the student themselves.

We are fully committed to ensuring that the West Exe School is accessible to all children and will always be happy to discuss individual requirements where necessary. West Exe School has a number of ways in which it is accessible to all:

- Designated disabled parking spaces in the main car park
- Accessible toilet facilities
- A lift situated on the lower level to provide access to the upper level
- West Exe grounds and outdoor learning areas are accessible for all children.

Please see our Accessibility Policy for further details.



<p>What additional support for learning is available to students with special educational needs?</p>	<p>When a child has been identified with special educational needs, teachers will ensure that the child can access the curriculum appropriately using quality first teaching and a personalised learning approach.</p> <p>The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the student e.g. writing slopes, pen/pencils grips or easy to use scissors, reading pens, laptops, tablets.</p>
<p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>All our staff know and care about all the children and their needs. Our carefully planned induction process ensures that through meetings with feeder primary school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children. The three day induction process also helps to enable an easier transition from primary to secondary school.</p> <p>West Exe School offers a variety of pastoral support for children who may be encountering emotional difficulties. There is a wellbeing hub where students can have group and one to one sessions. There are also supported break rooms.</p> <p>Our Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication. For children who may have complex social and emotional needs, a Protect, Relate, Regulate and Reflect support plan may be put in place in agreement with parents and professionals.</p> <p>The school is a very calm environment because of the clear routines and structures in place across the school.</p> <p>The use of the lesson removal room ensures that learning can take place within the classroom with very little distraction or disruption.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally.</p>



	<p>We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>Teachers are given professional development in areas of relevance to SEND and in response to their own prior knowledge and the school's priorities for supporting SEND. As well as INSET, staff are able to draw on a bank of advice and resources from the school's Intranet and through consulting the SEND team.</p> <p>We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. The SENDCo has the National Award for Special Educational Needs and Disabilities qualification.</p> <p>The SENDCo attends termly SENDCo updates to keep abreast of current legislation and practices.</p> <p>We may also, with parental permission, refer to external agencies such as the Educational Psychology Service, Communications and Interactions Team, Speech and Language Service, Occupational Therapy, School Nurse and similar for further specialist assessment and guidance.</p> <p>Additional support we may use includes:</p> <ul style="list-style-type: none"> • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • Multi-Agency Support Team (MAST) • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Barnardo's • Social Care • Learning Mentor • Art Therapist • Outdoor Learning Therapist • Health Visitor
How do we secure the equipment and facilities needed to support students with SEND?	<p>The SENDCo oversees the SEND budget and commissions services, such as our speech therapist and Inclusion teacher to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo, for example buying Reader pens to support identified students.</p> <p>We work closely with Occupational Therapists and acting on advice from them, a number of students have access to learning aids such as writing slopes, ergonomic pens, wedge</p>



	<p>cushions or pencil grips. Other students have been enabled through the use of tablets and or laptops for recording their learning.</p> <p>Our schools are wheelchair accessible from certain points (an old building which has been adapted) and we have disabled toilet facilities and a wet-room shower facility. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Daily opportunities for contact are provided at the end of the school day. If a longer conversation is felt necessary then a time can be made with the class teacher. Arrangements can be made to speak in more detail to the class teacher or SENDCo at any time by appointment or by emailing the year group account.</p> <p>Our universal offer also includes the progress of all children being reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year. These reports also include information about any intervention support the child is receiving.</p> <p>Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents. The TAM (Team Around Me) process allows for a close working relationship between the school and parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p>
<p>How do we consult with children with SEND and involve them in their education?</p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, Learning Support Assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENDCo spends time with individuals to gain their thoughts as part of the annual review.</p> <p>Children are helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers</p>



<p>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</p>	<p>If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to head of year or SENDCo. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Louise Darvid is the Special Educational Needs and Disabilities Coordinator (SENDCo). If you have any concerns regarding your child's learning, she can be contacted directly via email or phoning the school. If you would like to make a complaint, then please follow the <u>West Exe School Complaints policy</u>.</p>
<p>How do we involve outside agencies in meeting children's SEND and supporting their families?</p>	<p>We have established relationships with outside agencies including the Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases, parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p> <p>For young people who are looked after by the local authority and have SEN, we will work alongside the Devon Virtual School to champion the individual needs of all care-experienced children and young people, enabling them to learn, aspire, thrive and achieve their maximum potential. We will work alongside them to provide exceptional support and encouragement so that they:</p> <ul style="list-style-type: none"> • Experience stability feel safe, are cared for, valued, supported and trusted. • Are confident, have a strong sense of identity and are empowered to be independent to enjoy learning and have fun. • Achieve well, both academically and socially and reach their full potential. • Be proud of who they are, who they are becoming and to own their story.
<p>How will children be supported when moving to a new class or when joining or leaving the Academy?</p>	<p>A number of strategies are in place to enable effective student's transition. These include:</p> <p>On entry:-</p> <p>Starting in year 7</p> <ul style="list-style-type: none"> • Transition days are generally arranged for students with SEN depending on need. This may include a tour of the school, meeting the SENDCo and/or SEND support team. • Accompanied visits and tours of the school may be arranged prior to the two days induction. • A three day induction process in year 6 gives students the opportunity to meet their peers and teachers, familiarise themselves with the school and feel more at ease when joining in September.



	<ul style="list-style-type: none"> Additional visits are arranged if needed Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine Key information is shared with SENDCos of feeder schools to ensure a deeper understanding of needs and student passports can be written and shared ready for the induction days. If students are transferring from another school mid year, the previous school records will be requested immediately. <p>Transition to the next Key stage</p> <ul style="list-style-type: none"> In preparation for KS4 students with an ECHP will have additional support in choosing their options. Time is dedicated to ensuring all students are aware of their option choices. <p>Transition to post 16</p> <ul style="list-style-type: none"> Students will have opportunities to visit their post 16 provision prior to starting Conversations with relevant post 16 support will take place for students with SEND Parental and student meetings will take place to help prepare students with EHCPE for post 16.
<p>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</p>	<p>Please see the Devon Local offer for more information</p> <p>https://www.devon.gov.uk/education-and-families/send-local-offer/</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278)</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>
<p>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</p>	<p>The Class Teachers are responsible for:</p> <ul style="list-style-type: none"> Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary. Personalised high quality teaching of your child Ensuring that the School's Information report and policy is followed in their classroom for all students with SEND <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> Developing and reviewing the School's SEND Information Report and Policy Co-ordinating all of the support for students with SEN Ensuring that you are: <ul style="list-style-type: none"> I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing] liaising with all other professionals who may be coming in to school to support your child



	<ul style="list-style-type: none"> • Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress. <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for students with SEND. • The Headteacher will make sure that the governing body are kept up to date about issues relating to SEN. <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure the necessary support is given for any child with SEND that attends the school.
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Impact

What has gone well this year?

- Ofsted school inspection Good. They commented that “the great majority of students with special educational needs and/ or disabilities (SEND) are supported well.”
- All SEN students are accessing our broad and ambitious curriculum which is captured through learning walks and student voice which demonstrate that children and young people feel supported and happy in their setting;
- Families and children identified as SEN Support have been supported by the Inclusion Team and offered external support
- We have a high level of expertise in supporting students with SEND;
- We continue to deliver a range of interventions to reduce the impact of speech, language and communication needs on learning and attainment.
- We have developed a Trauma Informed approach across the school which has seen a reduction in the number of Unacceptable Behaviour cards that have been given out to SEN students.
- We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for students with SEN.
- We have developed stronger links with two of our closest secondary schools to ensure a quality transition for all students.

Last reviewed July 2025

Next review due July 2026