BRIDESTOWE PRIMARY SCHOOL

SEND INFORMATION REPORT 2026-2027

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SENDCo: Becky Drew-Hill
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Introduction

This SEND Information Report sets out how Bridestowe Primary School identifies, supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND). The report should be read alongside the school's SEND Policy, Accessibility Plan and Equality Objectives.

At Bridestowe Primary School we are committed to ensuring that every child is valued, included and supported to achieve their full potential. We believe all pupils should have access to a broad, balanced and ambitious curriculum regardless of need or disability. We work closely with parents, carers and external agencies to ensure that pupils receive the support they need to thrive academically, socially and emotionally.

Our SEND Vision

We aim to:

- Identify additional needs at the earliest opportunity.
- Ensure that pupils with SEND achieve the best possible outcomes.
- Provide a fully inclusive learning environment.
- Promote independence, resilience and confidence.
- Develop positive partnerships with parents and carers.
- Ensure pupils are involved in decisions about their education.
- Prepare pupils successfully for transition into adulthood and future learning.
- Deliver support through a graduated approach that is regularly reviewed and adapted.

What Types of SEND Does the School Support?

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism

Cognition and Learning

Including:

- Specific Learning Difficulties (e.g. Dyslexia, Dyscalculia)
- Moderate Learning Difficulties
- Severe Learning Difficulties

Social, Emotional and Mental Health

Including:

- Anxiety
- Attachment needs
- ADHD
- Emotional regulation difficulties
- Mental health needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical needs
- Sensory processing difficulties

How Does the School Identify Pupils with SEND?

Pupils may be identified through:

- Ongoing teacher assessment.
- Progress data and attainment monitoring.
- Parent or carer concerns.
- Information from previous schools or settings.
- Pupil voice.
- Observation by school staff.
- Advice from external professionals.
- Medical information or diagnoses.

Where concerns arise, discussions take place with parents and further assessment may be undertaken to determine the most appropriate support.

What Should Parents Do if They Think Their Child Has SEND?

Parents should initially discuss concerns with their child's class teacher. If concerns remain, a meeting can be arranged with the SENDCo, Becky Drew-Hill, to explore the child's needs and consider appropriate next steps.

How Does the School Assess and Review Progress?

All teachers are responsible for the progress and development of all pupils in their class.

Progress is monitored through:

- Daily formative assessment.
- Termly assessment cycles.
- Pupil progress meetings.
- Teacher observations.
- Review of interventions.
- Feedback from pupils and parents.

Where a pupil requires additional support, the school follows the **Assess-Plan-Do-Review** cycle to ensure provision is carefully matched to need and regularly evaluated.

The Graduated Approach

Assess

Information is gathered from teachers, parents, pupils and professionals to understand strengths and barriers to learning.

Plan

Outcomes are agreed and appropriate provision is identified.

Do

Support and interventions are implemented.

Review

Progress is evaluated and decisions made about future provision.

This cycle is ongoing and ensures provision remains responsive to a pupil's changing needs.

How Does the School Support Pupils with SEND?

Support may include:

Universal Provision

- High-quality teaching.
- Adaptive teaching approaches.
- Visual supports.
- Structured classroom routines.
- Access to assistive technology where appropriate.
- Inclusive classroom practice.

Targeted Provision

- Small-group interventions.
- Precision teaching.
- Speech and language programmes.
- Social skills interventions.
- Emotional literacy support.

Specialist Provision

- Advice from external agencies.
- Highly personalised programmes.
- Specialist equipment.
- Enhanced adult support where required.

Education, Health and Care Plans (EHCPs)

Where a pupil has significant and complex needs that require provision beyond ordinarily available support, the school may request an Education, Health and Care Needs Assessment in partnership with parents and professionals.

For pupils with Education, Health and Care Plans:

- Provision is delivered in accordance with the EHCP.
- Progress is reviewed regularly.
- Annual Review meetings are held.
- Parents, pupils and professionals contribute to review and planning processes.

How Are Parents Involved?

We regard parents as partners in education and encourage regular communication.

Parents are involved through:

- Parent consultation meetings.
- SEND review meetings.
- Individual Learning Plan reviews.
- Annual Reviews.
- Informal discussions with staff.
- Communication via telephone, email and meetings.

Parents are encouraged to contribute to planning, reviewing and evaluating support.

How Are Pupils Involved?

Pupils are encouraged to:

- Share their views.
- Discuss their strengths and interests.
- Contribute to target setting.
- Participate in reviews.
- Express what support helps them learn effectively.

Pupil voice is an important aspect of our graduated approach.

Accessibility

Bridestowe Primary School is committed to ensuring that disabled pupils are not treated less favourably than others.

Reasonable adjustments may include:

- Physical adaptations.
- Specialist equipment.
- Alternative methods of recording work.
- Modified resources.
- Visual timetables.
- Flexible approaches to learning.

Further details can be found in the school's Accessibility Plan.

Transition Arrangements

Effective transition planning is provided when pupils:

- Join the school.
- Move between year groups.
- Transfer to another school.
- Move to secondary education.

Transition arrangements may include:

- Additional visits.
- Transition booklets.
- Meetings with parents.
- Information sharing with receiving settings.
- Enhanced transition programmes where required.

Staff Training and Expertise

Staff receive ongoing professional development to support pupils with SEND.

Training may include:

- Autism.
- Speech, language and communication.
- Dyslexia and literacy difficulties.
- SEMH needs.
- Trauma-informed practice.
- Medical needs.
- Inclusive classroom strategies.

The SENDCo accesses ongoing training and professional development to maintain and develop expertise in SEND leadership and provision.

External Agencies

The school works with a range of external professionals and services including:

- Educational Psychology.
- Speech and Language Therapy.
- Mental Health Support Team.
- Occupational Therapy.
- School Nursing Service.
- Hearing Support Team.
- Vision Support Team.

- CAMHS.
- Early Help.
- Local Authority SEND Services.
- Specialist Advisory Teachers.

Referrals are made in consultation with parents and carers where appropriate.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is evaluated through:

- Progress and attainment data.
- Intervention reviews.
- Learning walks.
- Pupil voice.
- Parent feedback.
- Monitoring by the SENDCo.
- Governor monitoring activities.

Information gathered informs future planning and school improvement priorities.

Support for Emotional Wellbeing

We recognise the importance of supporting pupils' emotional wellbeing and mental health.

Support may include:

- Pastoral support.
- Social and emotional interventions.
- Emotional literacy programmes.
- Nurture approaches.
- Support from external services.
- Positive behaviour support strategies.

Our aim is to ensure all pupils feel safe, valued and supported.

Devon Local Offer

The Devon Local Offer provides information about services and support available for children and young people with SEND and their families.

https://new.devon.gov.uk/educationandfamilies/send-local-offer

Complaints

If parents have concerns about SEND provision they should:

1. Discuss concerns with the class teacher.
2. Contact the SENDCo, Becky Drew-Hill
3. Contact the Headteacher, Sarah Counter
4. Follow the school's Complaints Policy if concerns remain unresolved.

Review Information

Approved by: Headteacher
Headteacher: Sarah Counter
SENDCo: Becky Drew-Hill

Review Date: October 2026
Next Review Date: October 2027