



# Witheridge C of E Academy



## **SEND Information Report**

September 2025

“Encourage one another and build each other up”



# Local Offer

The *Local Offer* is a description of locally available provision across education, health and social care in Devon. It sets out what provision can be expected from schools, the Local Authority and other specialist services.

It is published online here:  
[Devon's SEND Local Offer](#)

# SEND Policy



The *SEND Policy* is a description of the vision and values underpinning our approach to SEND.

It is published on the school's website here:  
[Witheridge C of E Academy - Special Educational Needs](#)

# SEN Information Report



The *SEN Information Report* clearly communicates how the school implements our SEND Policy and provides information on the types of support available for children'.

It is designed to provide information on who can help and how this help can be accessed.

# Our School Vision

Working together with all stakeholders at the school we have developed a core set of values which we believe are central to achieving the school's vision of 'Encourage one another and build each other up. Thessalonians 5:11' They form the foundation on which we build our school community and school curriculum. They help to focus our attention on what is important and help to shape our ethos, character and the lifelong learning journey that our children are on.

## Thankfulness

**1 Thessalonians 5:16** *Always be thankful.*

## Compassion

• **Colossians 3:12** *Clothe yourselves with compassion, kindness, humility, gentleness and patience.*

## Perseverance

• **Philippians 4:13** *I can do all things through Him who strengthens me.*

## Forgiveness

• **Colossians 3:13** *Just as the Lord has forgiven you, so you must also forgive others.*

## Courage

• **Joshua 1:9** *Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.*

## Friendship

• **1 Thessalonians 5:11** *Encourage one another and build each other up.*

Providing the children with a depth of understanding of these values and how they can be applied to their lives will influence their behaviour and action. Long term we believe that the chosen values have the capacity to motivate, inspire and fuel aspirations for the future



# Our Shared Vision for Inclusion

- As a Trust, we embody the ethos of 'Life, Love, and Learning to the Full' which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.
- At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of 'Life, Love, and Learning to the Full' encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.
- We take great pride in our achievements and the positive impact we've made on the lives of children in North Devon. Looking forward we remain dedicated to creating enriching experiences and lifelong memories for our children.
- As a Trust, we strive to create inclusive teaching environments that offer all pupils, no matter their needs or abilities, access to a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.





# Our Drivers

## BUILDING LEARNING POWER

[FIND OUT MORE](#)

## BUILDING FUTURES

[FIND OUT MORE](#)

## BUILDING COMMUNITY

[FIND OUT MORE](#)

## BUILDING SELF ESTEEM

[FIND OUT MORE](#)

Our Trust drivers provide us with a shared understanding and common purpose of what we want to achieve for all children, including those with SEND. We want children to be confident and resilient learners who understand their uniqueness, celebrate differences and are able to face challenges.

Please read on to find out more about how we use these drivers to support those with SEND.



# Building Learning Power



- We take a whole school approach to children's learning. We know our children well. Offering them support when needed and giving them independence where possible.
- Our approach to teaching children with Special Educational Needs and Disabilities (SEND) is individualised and adaptable. In our smaller scale environment we focus on creating a nurturing and inclusive atmosphere, where each child's unique needs are recognized.
- We foster a culture of inclusion, where all children, regardless of their abilities or challenges, are valued and supported. Teachers, supported by the SENCo, identify the strengths and needs of children and ensure they have equal access to the curriculum and activities.
- Our key approach is to use Ordinarily Available Inclusive Provision, this is provision that is available for everyone but provided essential support to some children. It includes adapted teaching methods, materials, and pace to accommodate different learning needs and abilities.



# Building Futures



- Supporting children with Special Educational Needs and Disabilities (SEND) during transitions is essential for their long-term success. Having our Nursery children included in our Foundation Stage Unit promotes transitions from early years in to school ensuring children are familiar with both the environment and staff.
- As children move from primary to secondary school, the school works with secondary schools to ensure our children are able to take advantage of any additional transition visits offered by their identified secondary school. We work in school with children to develop coping strategies and the independence skills they need to thrive in their new setting. Social and emotional skills are also prioritized to help children build confidence and manage new challenges.
- When designing and adapting our curriculum for children with SEND we consider the skills they need to develop to be happy and productive adults. Again social skills and independence are key.
- We also consider the smaller, in-school transitions from year to year often supporting this with social stories – stories that help children to understand and explore unfamiliar situations - and photographs of new environments and new teachers. Children spend a day in their new class, including visits for new nursery children, prior to the new term starting.
- TEAM Multi-Academy Trust organise opportunities for children across the Trust to meet other who will attend the same secondary school as them which give them access to wider opportunities than a small school could offer on its own.



# Building Community



- Building a strong sense of community is central to our ethos. We offer all children, including those with SEND, opportunities to participate in enriching experiences such as school trips, residential, and forest school and farm school sessions. These are carefully planned with additional support, such as tailored safety plans and adult assistance available to ensure every child can access and enjoy them fully. Our nurturing approach ensures that no child is left behind, and all feel included and valued.
- Through TEAM Multi-Academy Trust, SEND children access additional more highly supported activities such as the WAVE project that develop language social skills, confidence and independence. Some also attend Go Beyond Residentials in Parr, Cornwall where they are offered a highly supported programme of adventurous activities run at a pace more suited to their needs. This has been instrumental in helping these children develop the confidence and skills to then fully access other school residentials more confidently.
- We are deeply rooted in our local community, working closely with St John the Baptist Church to celebrate special events, hosting coffee mornings, messy church and community events. Our parent group run twice weekly toddler sessions in the school and we regularly contribute to community events such as the village light parade and St John's fair. These events bring together pupils, families, and local residents, fostering a strong sense of belonging. We promote our responsibility for our environment through our eco rangers, taking part in community beach cleans and the Exmoor challenge Events.
- Our commitment to community extends globally. At Witheridge C of E Academy, we recognise the importance of a global curriculum, and have developed links with Sanjivani International School in Mumbai, India. We aim for children to have a broad and deep understanding of the diverse world in which they live, and to become active global citizens. We have recently been awarded the International School Award for our work with our partners abroad.



# Building Self Esteem



- Our school takes a relational approach to social and emotional learning recognising that children with special educational needs and disabilities (SEND) may face additional challenges with self-esteem, emotional regulation, and social interaction. We embed support into our daily practice, using the emotional thermometer (zones of regulation tool) to help all children—especially those with SEND—develop resilience, emotional literacy, and positive relationships.
- We have members of staff in school who support individual children and are able to deliver regular emotional support, friendship groups, Lego Therapy interventions and a support group for children of serving military personnel. Having this delivered by trusted familiar adults who have ongoing relationships with the children allows a deeper and lasting relationship to develop. We also have access to the TEAM Pastoral Care team, including a Family Support Worker and Pastoral Worker and have worked closely with other organisations such as Balloons Grief Counselling services.
- All staff members work closely with children to listen to their views, understand their experiences, and tailor support to meet individual needs. Regular check-ins, small group sessions, and one-to-one support ensure that every child feels heard, safe, and valued.
- To promote a safe and inclusive environment, we have robust measures in place to prevent bullying and support positive peer relationships. Our school culture encourages kindness, respect, and empathy, and we actively teach strategies for conflict resolution and emotional expression. This proactive approach helps all children, including those with SEND, to thrive socially and emotionally within our school community.

# Ordinarily Available Inclusive Provision

- *Ordinarily Available Inclusive Provision* (OAIP) describes the inclusive provision and practice that all Devon schools should be able to provide for all children, including those with SEND, from within their own resources.
- All children should be supported to attend, engage and thrive in their school. The framework is intended to support schools to reflect on and develop their inclusive provision to benefit all children, including those with SEND.
- The framework describes approaches, provision and practice that are **helpful to all, harmful to none and crucial for some**.



*“We want all young people in Devon, including those who may have SEND, to have the right support at the right time and in the right place to help them achieve, aspire and develop well, physically, mentally and academically alongside their friends and peers.”*

– Councillor Denise Bickley, Cabinet Member for SEND at Devon County Council

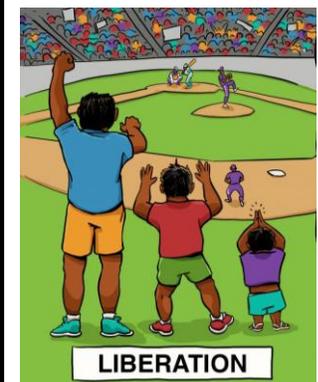
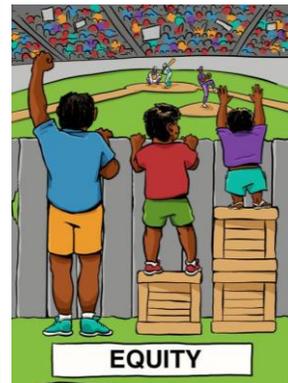
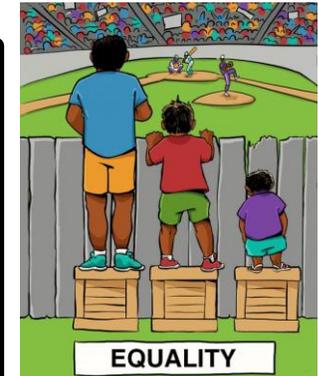
# How will Witheridge C of E Academy support my child?



- The *SEND Code of Practice* is clear that a school's SEN Information Report should be aligned to the expectations set out in the *Local Offer*.
- Devon's Ordinarily Available Inclusive Education Framework has also been designed to support schools to communicate their inclusive provision to children, parents and carers.
- We have therefore decided to base our SEN Information Report around the ten areas that make up Devon's Ordinarily Available Inclusive Education Framework to demonstrate how we support the children'.

# Background

- Other words that might be used interchangeably with OAIP include universal provision, inclusive practice and high quality teaching.
- In Devon, we will be promoting consistent use of the terminology *Ordinarily Available Inclusive Provision* to avoid confusion and enable a shared understanding.
- The framework recommends strategies that anticipate and therefore prevent common barriers to learning and supports the equity of access to education.
- It also describes simple adjustments and additions teachers can make to their practice, to enable positive learning environments for all students.
- These strategies will enable teachers to adapt their teaching to respond to the strengths and needs of all pupils.



# Leadership and Culture



For **ALL** Children:



**Miss Lucy Rattcliffe – Head of School**

The Head of School is responsible for the overall leadership and day-to-day management of the school, ensuring high standards of teaching, learning, wellbeing while fostering a positive, inclusive culture for pupils, staff, and the wider community.



**Mr Ian Thomas - CEO**

Our CEO provides strategic leadership and oversight across all schools within the trust, ensuring high standards of education, financial sustainability, and alignment with the Trust's vision, values, and statutory responsibilities.

For those with **SEN**:

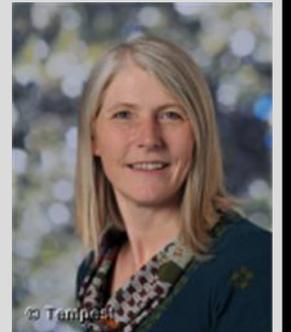
**Beth Carter – Director of Inclusion.**



Beth leads the strategic development and implementation of inclusive practices across the Trust, ensuring that all students—particularly those with special educational needs and disabilities (SEND)—are supported, valued, and able to thrive academically, socially, and emotionally.

**Kate Ashley – Special Educational Needs Co-ordinator (SENCo)**

Kate is usually on site on Monday and Tuesday. She can be contacted at any time via the school office on 01884 860518 or [admin@witheridge.devon.sch.uk](mailto:admin@witheridge.devon.sch.uk)



# Relational Practice



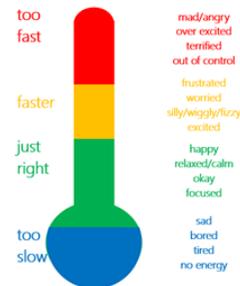
## For ALL children:

The PACE approach—**Playful, Accepting, Curious/Caring, and Empathetic**—is embedded in all interactions across the school, creating a nurturing environment where every child feels safe, valued, and respected. Staff build strong, trusting relationships through consistent routines, emotional availability, and clear boundaries. Children are supported to understand and manage their emotions, resolve conflicts, and take responsibility for their actions. The school promotes a calm, inclusive atmosphere where positive behaviour is taught, modelled, and reinforced, and where repairing relationships after conflict is seen as a vital part of learning and growth.

## For those with SEN:

Children with SEND receive additional, tailored support to help them access the same nurturing and inclusive environment. Staff recognise that these children may face greater challenges with emotional regulation, social interaction, and behaviour. A dedicated pastoral team works closely with SEND and teaching staff to provide co-regulation, safe spaces, and personalised strategies through Behaviour Care Plans and, where needed, Co-Regulation Plans. These plans ensure consistent, compassionate responses and help children feel secure and understood. Their voices are actively sought and valued, and their emotional wellbeing is prioritised through structured support, predictable routines, and meaningful inclusion in all aspects of school life.

[Witheridge C of E Academy - Positive Relationships & Behaviour Policy](#)



Appendix 1  
Co-Regulation Plan Name: \_\_\_\_\_ Date: \_\_\_\_\_

My regulating adults are: \_\_\_\_\_  
Remember support staff cover and break times.

Stage of Regulation	Required Responses	What adults need to "do"
5 Crisis Unconscious	Physical	Protection, Comfort, Understanding and Care
4 Dysregulated Overwhelmed	Physical	Understanding and Care
3 Mild Stress Anxious / Agitated	Physical	Understanding and Care
2 OK Anxious / Overwhelmed	Physical	Understanding and Care
1 Calm Relaxed	Physical	Understanding and Care

© 2018 Positive Behaviour and Relationships Policy 2018

# Teaching and Learning



## • For **ALL** children:

- At Wetheridge Church of England Primary Academy, our curriculum is designed to inspire and engage pupils through a thematic and creative approach. Central to our delivery is the Big Event Curriculum, which integrates global themes and significant real-world events to provide meaningful and memorable learning experiences. Each year group follows a carefully mapped learning journey that ensures progression, consolidation, and extension of knowledge and skills across all subjects.
- The curriculum is structured around four key stages: Inspire, Explore, Create, and Celebrate. During the *Inspire* phase, children are introduced to new topics through exciting events and experiences. In the *Explore* stage, pupils deepen their understanding through hands-on learning, research, and cross-curricular reading. The *Create* phase encourages children to apply their learning in imaginative and practical contexts. Finally, in the *Celebrate* stage, pupils reflect on and share their achievements reinforcing pride and ownership of their learning.

## For those with **SEN**:

- We ensure that our curriculum is accessible to all students by offering adaptations to tasks, reducing learning load by chunking tasks to ensure they are manageable. Teachers regularly check children have understood, especially for those with learning needs with cognitive and sensory breaks for those who need them. Additional teacher time is given to ensure children understand.
- Adaptions are made for according to need, for example a child with dyslexic type difficulties would receive extra time on reading tasks, and make use of technology to access resources or show learning.
- Hands-on learning, visual aids, and multisensory teaching methods are integral to the curriculum to engage children with diverse learning needs. Children are given higher levels of scaffolding, supported by pictures and symbols.
- Seating position and environmental factors are carefully considered for SEND children.
- SEN children are fully involved in every stage of our curriculum model.

# Learning Environment



## For **ALL** children:

- Set in the heart of the beautiful North Devon village, Wetheridge Church of England Primary Academy offers a nurturing and high-quality learning environment. As a small rural school, we pride ourselves on fostering a strong sense of community and belonging ensuring that each pupil feels safe, confident and inspired from their very first day.
- Classrooms are equipped with interactive white boards and visualisers which are used to ensure all children can see and engage in real examples and demonstrations from their teachers ensuring clarity of direct instruction.
- Visual timetables are clearly displayed and referred to ensure every child knows what is expected.
- Classroom displays aim to showcase children's work and to provide reference materials relevant to current learning. Teachers are mindful to avoid sensory overload while still creating an engaging environment that supports learning.

[TEAM Accessibility Plan](#)

## For those with **SEN**:

- Children with SEND benefit from more personalised attention from teachers and teaching assistants.
- Flexible grouping strategies ensure children with SEND have opportunities to work both independently and collaboratively with their peers.
- When required personalised additional supports are used to help structure and manage the learning process including; now and next boards, tasks and sensory tray activities, in tray/out tray tasks management systems, wobble cushions, concentration aids (fiddle toys) and comfort objects.
- Both sensory and cognitive breaks are created throughout the school day and each class room has a relaxing area that supports this.
- Now and next boards are used to further break down tasks expectations for those who need them.
- There is a dedicated classroom/nurture space where individual teaching small group interventions such as Lego Therapy can take place in a safe and inviting place.

# Assessment and Planning



## For ALL children:

- Assessment is an integral part of our teaching and learning process, ensuring that every child's progress is carefully monitored and supported. By adopting the Cornerstones curriculum and integrating it with our own, we have established a robust framework for tracking both knowledge and skills.
- Each class maintains a provision map, which is regularly updated to reflect the needs of all learners. This tool enables staff to plan targeted support and interventions, ensuring that every child receives the right level of challenge and guidance.

## For those with SEN:

- We follow the Assess, Plan, Do, Review Model as outlined in the SEND Code of Practice.
- When initial needs or difficulties are identified we 'monitor' the child's progress and use observation, parent conversations and assessment and screening tools to clarify the child's specific need. We would then respond with some support which might enable them to continue to be successful in school. If however they need a higher level of support which is additional to or different to others they would then be added to SEND support register.
- For children with identified SEND support needs, the school would develop a *Support Plan*. These plans are created by their teachers in collaboration with parents, external specialists (e.g. speech therapists, occupational therapists), and other professionals as required.
- Support Plans identify specific learning goals as well as strategies for support in class, and are reviewed and updated each term.

Two screenshots of SEN Support Plan forms. The left screenshot shows a form with fields for Name, Year/Class, SEN Status, and Primary area of need. The right screenshot shows a table with columns for Student Name, Date written, Plan, Do, Date of review, and Evidence. Below the table are sections for 'Next steps' and 'Parent voice' with checkboxes for 'What's working well?' and 'What's not working well?' and a text box for 'What could we do next?'

Student Name	Date written	Plan	Do	Date of review	Evidence

# Staff Knowledge, Skills, Training and Use of Expertise



## For **ALL** children:

- Continuous professional development is key for staff to ensure they have the skills and knowledge to effectively teach children including those with SEND. The school provide regular training on topics like direct instruction and inclusive practices (OAIP).
- We have worked directly with Devon SEND team to develop a deeper understanding and to embed Relational Approaches across our TEAM schools.
- We have also worked closely with Devon Dyslexia service to provide training and real time coaching for teachers and teaching assistants to make our classrooms dyslexia friendly. These strategies benefit all children and improve literacy teaching.

## For those with **SEN**:

- Our SENCo works closely with the Director of Inclusion (DOI) and other TEAM SENCos to share and develop their skills and knowledge and disseminates these both formally in staff meeting and informally in regular coaching conversations with teachers, TAs and parents.
- The DOI attends regular SENCo Network Meetings organised by Devon SEND support service to ensure she remains up to date with developing theory and practise.
- We purchase time from Devon Educational Psychology Service which is often used to support our understanding of individual children.
- Referrals and request for support from services including CAMHS, specialist nursing services, speech and langue therapist and Neurodiversity Assessment teams are made when needed. In each case some support in school is offered and impact measured before submitting a referral and continues while children are on waiting lists for specialist assessment. Recommendations from specialists are incorporated into the provision made for each child.

# Attendance and Belonging



## For **ALL** children:

- We place high importance on regular and punctual attendance as a foundation for academic success, personal development, and well-being. We believe that every day in school is a valuable opportunity for children to learn, build friendships, and grow in confidence.
- We closely monitor attendance and punctuality, working in partnership with families to address any concerns early and ensure that every child has the best chance to succeed. We also highlight the impact of lateness, helping families understand how even small amounts of missed time can add up and affect learning.
- By promoting a positive culture around attendance and providing support where needed, we aim to instil lifelong habits of responsibility and resilience. Our commitment is to ensure that every child makes the most of their time at school and is well-prepared for future opportunities.

## For those with **SEN**:

- For children with additional needs or who find it more difficult to make the transition between home and school we can use a range of supports starting perhaps with having a special job, a specific routine to follow at the beginning of the day or following a specific routine such as being greeted by a key adult or having a special object to take care of.
- Teachers may plan a '*soft start*' by reducing elements of academic challenge until after the child has settled and is feeling safe.
- We would also ensure that in the provision made in class for the child is meeting their learning needs would be considered if a support plan is needed. Reduced timetables and alternative start times are considered if needed.
- Reduced timetables and alternative start times are considered.

# Transitions



## For **ALL** children:

- **Early Years to School:** Nursery children are integrated into the Foundation Stage Unit, promoting familiarity with the school environment and staff, easing the transition into formal schooling.
- **In-School Transitions:** Transitions between year groups are supported within classrooms by our teachers, with dedicated transition days in place. This includes visits for new nursery children before the term begins.
- **Primary to Secondary School:** The school collaborates closely with secondary schools to facilitate transition visits. Pupils are supported in developing coping strategies, independence, and social-emotional skills.
- **Trust-Wide Opportunities:** Through the TEAM Multi-Academy Trust pupils can meet peers from other schools who will attend the same secondary school, broadening their social networks and easing the transition.

## For those with **SEN**:

- No pupil will be refused admission to our school on the basis of their Special Educational Needs or Disabilities. In line with the Equality Act 2010, we will take all reasonable steps to provide effective educational provision.
- The school adopts a proactive and inclusive approach to transitions, ensuring all children—particularly those with Special Educational Needs and Disabilities (SEND)—are supported through key educational changes.
- For some additional support might include additional visits, social stories, photographs of new classrooms and teachers. Staff, visits accompanied by an adult and arranged transport.

[Wetheridge C of E  
Academy - Admissions](#)

# Working in Partnership with Parent Carers



## For ALL children:

- The school fosters a strong, respectful partnership with parents and carers, recognising them as key contributors to their child's success. This approach is guided by TEAM Trust principles of
- **Open Communication:** Encouraging honest, respectful dialogue between home and school.
- **Mutual Respect:** Valuing each other's roles and working together constructively.
- **Shared Commitment:** Supporting every child's learning, wellbeing, and development.

[Working Together for our Children Leaflet](#)

## For those with SEN:

- For children with SEND, regular communication with children's class teachers is maintained to ensure that parents are informed about their child's progress and involved in decision-making.
- Children's Support Plans are shared with parents and feedback is actively sought through our feedback form
- Additional opportunities to discuss the support plan with the class teacher is offered
- Parents can also meet with the SENCo. This usually forms part of the initial monitoring of children in order to assess and understand their needs as parents have the best understanding of their children's strengths and needs. Further meetings can be arranged as needed. Meeting notes are kept during these meetings and are shared with parents.
- The SENCo holds parent drop in information sessions for parents to help them understand how they can support their child's learning at home.

# Working in Partnership with Children



## For **ALL** children:

- In our small school community, every child is known, valued, and heard. We prioritise pupil voice by creating regular opportunities for children to share their thoughts, feelings, and ideas—whether through class discussions, pupil surveys, or informal conversations.
- Our close-knit environment allows staff to respond quickly and meaningfully to children's needs, helping shape a school culture where pupils feel respected, empowered, and actively involved in their learning journey.

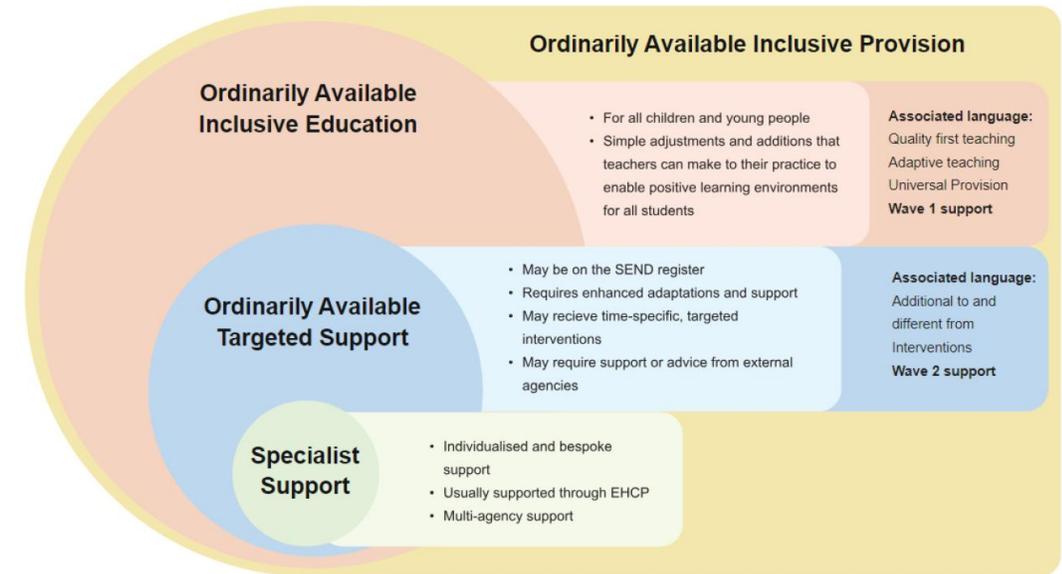
## For children with SEND:

- We are committed to ensuring their voices are heard and respected. We involve them in decisions about their learning and support through age-appropriate methods such as one-to-one discussions, visual aids, and pupil-friendly planning tools. Children with SEND are encouraged to express their preferences and aspirations.
- Children's views are actively sought using the pupil profile tool which is used to inform the provision made for children when designing their support plans.
- There are regular opportunities for children with SEND to review their progress towards these outcomes alongside staff and, where appropriate, their families. This collaborative approach helps ensure that support remains relevant, effective, and centred around the child's evolving needs and goals.

# How will I know if my child has SEN?



- Making ordinarily available inclusive provision available to all children means that fewer will require additional targeted support.
- Where OAIP is not meeting the child's educational needs and support is required that is **'additional to and different from'** support which is available to other children of the same age, then a child or young person is identified as having *special educational needs*.
- **All** children in mainstream schools will be able to have at least some of their needs met through ordinarily available inclusive provision, **some** children may need some provision that is part of the ordinarily available targeted support and a **few** children will need external or specialist assessment, advice or support.



In line with the *SEND Code of Practice*, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.



Department  
for Education

# Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years –  
January 2015)

*A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)*



Department  
for Education



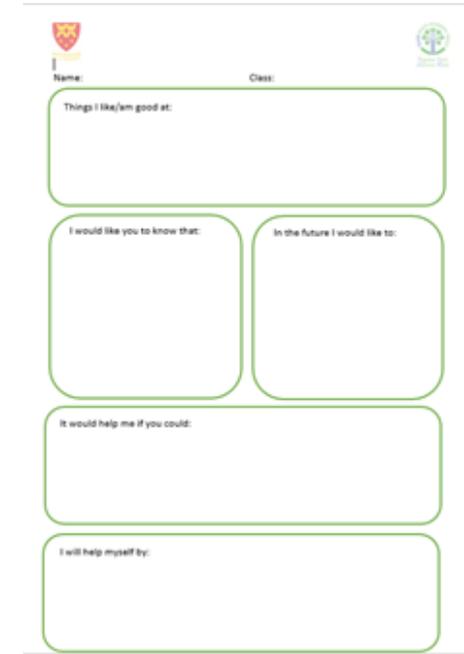
Department  
of Health

**Special educational  
needs and disability  
code of practice:  
0 to 25 years**

Statutory guidance for organisations who  
work with and support children and young  
people with special educational needs and  
disabilities

# What if my child has a diagnosis, disability or identified need?

- Under the *Equality Act 2010*, a disability is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- Finding out your child has a disability, specific diagnosis e.g. ADHD or Autism or an identified need e.g. hearing impairment, slow processing speed or poor working memory, can be a confusing and emotional time.
- As well as dealing with your own concerns, you may also need to offer advice to other family members and coordinate contact and information from a number of different professionals. At some stage you will want to find out more about your child’s condition, need or disability.
- To help capture all of this valuable and important information about your child, we will work with you to develop a ‘*Pupil Passport*’ that can then be shared with all adults who support them.
- All children at **SEN Support**, with an **EHCP** and those with a **Highlighted Need** will have a pupil passport.



The form is titled 'Pupil Passport' and includes the school logo and name. It contains the following sections:

- Name: \_\_\_\_\_ Class: \_\_\_\_\_
- Things I like/am good at: \_\_\_\_\_
- I would like you to know that: \_\_\_\_\_
- In the future I would like to: \_\_\_\_\_
- It would help me if you could: \_\_\_\_\_
- I will help myself by: \_\_\_\_\_

Children will be identified as having a ‘*Highlighted Need*’ when they have a disability, specific diagnosis or identified need that can be met within the school’s OAIP.

# How are decisions made about what support my child needs?

## Ordinarily Available Targeted Support

The graduated approach to SEN support



- Where a child is identified as having SEN then the school needs to put the appropriate support and provision in place to remove the barriers to learning.
- This process involves a 4-step cycle of *assess – plan – do – review*. The cycle should be repeated regularly to evaluate the impact of support and interventions so that the child receives more of what is working.
- Successive cycles should draw on more detailed assessments and may involve external support where this is required. This is known as the *graduated approach*.
- The graduated approach is an ongoing form of assessment and support. It is not a single one-time process. This is because the support might not yet be right for the child and/or the needs of a child may change over time and the support will need to adjust to meet this change.
- OAIP remains the foundation of inclusive practice and provision for those children who also require targeted support and/ or specific or specialist inputs.



# What kinds of SEN are provided for at Witheridge C of E Academy

## Cognition and Learning:

Accessing the curriculum

Executive functioning

Handwriting

Coordination

Reading fluency and comprehension

Number facts and calculating

## Social, Emotional and Mental Health Needs:

Attention and Engagement

Relationships

Social understanding

Self-esteem and resilience

Emotional regulation

Wellbeing and mental health

## Types of Special Educational Needs and Disabilities

## Communication and Interaction:

Speech clarity

Attention and listening

Receptive language

Expressive language

Sensory processing and integration

Social communication

Attention and listening

## Sensory and/or Physical:

Visual Impairment (VI)

Hearing Impairment (HI)

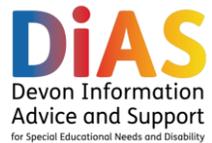
Multi-Sensory Impairment (MSI)

Physical Disability (PD)

# What if my child's needs are complex and I feel they can no longer be met by Witheridge C of E Academy provision?



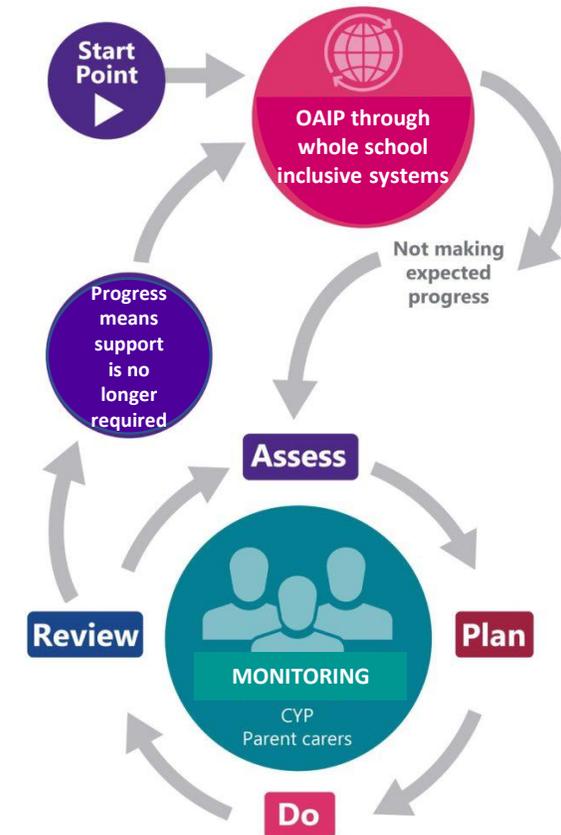
- Where children have more complex needs, we would always do our best to make reasonable adjustments and devise an appropriate plan to meet their needs.
- We recognise however, that as a mainstream setting, it may not always be possible to fully meet the needs of every child and that sometimes this may mean that a move to an alternative/specialist provision is in the best interests of your child.
- We understand that this can be an upsetting and confusing time for families therefore we will:
  - Support you in understanding the process of making a '*Request for Statutory Assessment*' to consider if an Education, Health & Care Plan (EHCP) would be a suitable method of support (if your child doesn't have one).
  - Arrange an '*Early Annual Review*' if your child does have an EHCP, so their placement (Section I) can be reviewed.
  - Put you in touch with support services that may be able to help e.g. Devon Information Advice and Support (DiAS)
  - Ensure we follow the advice laid out by specialist professionals.
  - Consider whether support from our Trust Family Support Worker would be appropriate.
  - Liaise closely with staff at your child's new school should one be identified to ensure the transition is as smooth as possible.



# Who should I contact for more information or if I am concerned about my child?



- **Your child's class teacher should always be your first point of contact.**
- The *SEND Code of Practice* is clear that teachers are both accountable and responsible for the progress and development of all children in their class, including those who access support from other members of staff and external professionals, and those with SEND.
- Where necessary, the class teacher can then liaise with other members of staff e.g. the school SENDCo or escalate your concerns whilst retaining oversight of the provision in place for your child.
- Where your child does not have SEN but there is a shared concern with their progress or development, this may mean that, in the **short term**, they are placed on the school's '*Monitoring List*' whilst this concern is explored further and appropriate provision to support them is identified.
- This is the first step within the school's *graduated approach* and the *assess-plan-do-review* cycle will then be implemented to evaluate the effectiveness of the support in place and decide the most appropriate next steps.

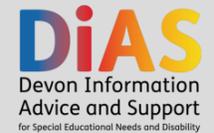


# What should I do if I am not satisfied with a decision or what is happening?



- Your first point of contact should be the person responsible – this may be your child’s class teacher, the school SENDCo or the Head of School.
- You are encouraged to speak to them first and explain your concerns.
- If you are not satisfied that your concern has been addressed, then please ask for the contact details of the most appropriate senior member of staff.
- If you still feel the issues are unresolved, then please follow the Trust’s Complaints Procedure & Policy.
- If your concern is with the Local Authority, then please contact Devon Information Advice and Support (DiAS) or Parent Carer Forum Devon.

[Witheridge C of E Academy - TEAM Complaints Procedure & Policy](#)



[Devon Information Advice and Support](#)



Parent Carer Forum  
Devon

[Parent Carer Forum Devon](#)