



### **SEND Information Report**



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



### Our Values

# Demonstrating our love through...

### Selflessness

- put children at the heart of all we do
- prioritise others and build healthy teams
- be brave

### Ambition

- work hard
- strive to be even better
- · be the best we can

### Collaboration

- build trust
- build strong relationships
- be stronger together

### How will we succeed?



### **Statement of Intent**

At Exwick Heights, we believe every child deserves the very best start in life and we are committed to enriching the lives of all our pupils. Our mission 'to ensure academic excellence and personal empowerment for all pupils through our values of kindness, curiosity and determination' is at the heart of everything we do.

We provide an inspirational curriculum, with meaningful opportunities and experiences that enable every learner, including those with SEND, to reach their full potential. Exwick Heights is a fully inclusive school where children with Special Educational Needs and Disabilities (SEND) are welcomed and supported. We work closely with families to provide personalised approaches that remove barriers to learning, nurture strengths, and ensure every pupil can thrive both academically and personally. Excellent care, guidance and support contributes significantly to pupils' personal development, helping them feel safe, secure and make the best possible academic and personal progress.

Our strong commitment to staff training and development ensures that every teacher and teaching assistant is equipped with the knowledge and skills to be a 'teacher of SEND'. Through a strategic approach to staffing, recruitment, and professional development, we enable teachers to grow, 'not because they are not good enough, but because they can be even better' (Dylan William). We strive to create an environment where pupils not only excel academically, develop their individual talents and foster a lifelong love of learning.

### Our school:

- Has a designated SENDCo who is part of the Senior Leadership team and who has completed the National Award for SEND Coordination (NASENCo Award).
- Has a named Governor for SEND.
- Has a SEND Information Report and SEND policy. These are available on the website and reviewed yearly by senior leaders and Governors.
- Ensures pupils with SEND have full access to extra-curricular opportunities and they are represented in every aspect of school life.
- Ensure every aspect of the school's Key Performance Indicators (KPIs) have a reporting mechanism for SEND.

In addition, we use the following guiding principles in our work to support children with SEND:

- Staff are informed about the SEND pupils they teach. We consciously build strong relationships
  with these pupils, gaining knowledge of their 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.
- As strong advocates for students with SEND, we recognise our responsibility to ensure they are
  prioritised for enriching academic and extracurricular opportunities that challenge and inspire
  them.
- We develop SEND students as leaders in our community: we believe in their potential, prioritise
  them at every opportunity, proactively encourage them to take on leadership roles, and ensure
  they gain the skills needed to succeed.
- We know that excellent teaching is at the heart of success: with a culture of high expectations, a
  well-structured curriculum, consistent routines, and strong knowledge of each child, we make a
  real difference for our most vulnerable students.

- We know that excellent teaching is adaptive and needs to respond to the needs of all learners. Teachers are supported through incremental coaching and evidence-informed approaches to refine, develop and adjust their approach to ensure our pupils achieve their potential.
- We understand the importance of subject mastery and seek always to develop subject knowledge and expertise regardless of a child's starting point.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEND pupils.
- 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.
- 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	admin@exwickheights.devon.sch.uk
Coordinator (SENDC0)	01392 209030
Staff member with overall	SENDCO
responsibility for pupils with Medical	admin@exwickheights.devon.sch.uk
Needs	01392 209030
SEND Governor	Kelly Dighton
	admin@exwickheights.devon.sch.uk
Where is the Local Authority's Local	https://www.devon.gov.uk/children-families-education/send-
Offer published?	local-offer/
Contact details for support services	Devon Information Advice and Support for SEND (DIAS)
for parents of pupils with Special	https://devonias.org.uk/contact-us/
Educational Needs.	01392 383080
	devonias@devon.gov.uk.

### **Implementation**

Questions	School Response	
	Exwick Heights is a mainstream, inclusive school for children aged 3-11 that fully	
What kinds of	complies with the requirements set out in the Special Educational Needs Code of	
special educational needs are provided	Practice (2015). A pupil has SEND where their learning difficulty or disability calls for	
for at Exwick Heights	special educational provision, namely provision 'different from or additional to' that	
Primary School?	normally available to pupils 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:	
	Cognition and Learning	
	Speech, Language and Communication needs	
	Social, Emotional and Mental Health	
	Sensory and/or Physical Difficulties	

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan (EHCP), 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 SEND of pupils 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:

- 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 there would be incompatible with the efficient education of others, or the efficient use of resources.

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.

What are the policies for identifying children with SEND and assessing their needs?

We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENCO coordinates this work across the whole school. All children are different so every child is unique with their learning journey. Class teachers continually track the progress of all children in their class. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Class teachers and teaching assistants can discuss any concerns they have as and when needed with the SENDCO, and all teachers have termly meetings where they discuss the progress of pupils.

There are many ways that we may identify a SEND for example:

- Liaising with all Nursery providers and other primary schools to ensure that information on children transitioning into the School is shared effectively.
- Teachers and Nursery Practitioners carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties.
- Parents may raise concerns about their child.
- Other professionals working with a child outside of the school may raise concerns or highlight a specific need.
- Pupil's views.
- Review attendance and exclusion data for students with SEND.

### How does Exwick Heights evaluate the effectiveness of the provision for children with SEND?

Subject leaders and the SENDCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing to see the provision in place for pupils with SEND. SEND support plans and provision maps are reviewed termly by teachers to assess the effectiveness and impact of any provision in place and parents are informed throughout this process.

Interventions will be monitored by the classroom teacher and SENDCo and where necessary, appropriate additional training will be provided to staff running interventions.

If a child is supported through the 'Team Around the Family' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.

Pupils 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.

Our SENDCo reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body.

## What are the arrangements for assessing and reviewing children's progress towards outcomes?

As a school, we track and analyse children's progress in learning against age related expectations on a termly basis. The class teacher continually assesses children and notes areas where they are improving and where further support is needed.

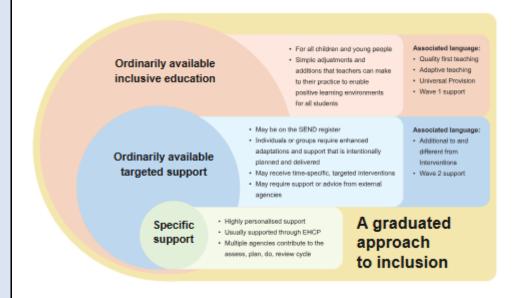
Termly progress meetings are held to track the progress that children are making. In these meetings, children who are not making at least expected progress are highlighted and a plan is created.

Teachers and school leaders use the Devon Targeted Support Framework to assess and review the needs of children requiring additional or special educational provision. This enables Exwick Heights to implement a robust graduated approach for pupils who need support that is 'different from or additional to' Ordinarily Available Inclusive Provision (OAIP).

The graduated approach involves a four-stage cycle of Assess, Plan, Do, Review (APDR), to identify needs early, adapt provision and personalise support where needed and to ensure our pupils, including those with SEND, are supported to access high-quality, inclusive provision at Exwick Heights.



The graduated approach begins with Ordinarily Available Inclusive Provision (OAIP), which forms the foundation of inclusive practice and provision for all children at Exwick Heights. Some pupils may have additional needs, including special educational needs and will benefit from Ordinarily Available Targeted Support (OATS) to remove barriers to learning. Teachers will use the new Devon Framework to support them with planning more structured support whether or not a child is on the SEND register. In some cases, we work with external agencies to inform our assessment of needs and provide additional specialist advice. For pupils with more significant and complex needs which cannot be met within school resources, we may request an assessment from the Local Authority (LA). This may result in a statutory document known as an Education, Health and Care Plan (EHCP), which sets out a child's special educational needs along with the support required to achieve agreed outcomes.



What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?

We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All students, including those with special educational needs, are taught the school's broad and balanced curriculum.

We passionately believe that all teachers are teachers of SEND and that every child deserves access to high-quality teaching. Our skilled teachers use techniques such as scaffolding, metacognition, explaining and modelling alongside clear classroom routines to ensure that all children experience success in their learning and achieve their potential.

Our ambitious curriculum is designed to support memory and progression through retrieval practice, explicit links to prior learning, and scaffolding to secure success.

Teachers are expected to understand the learning needs of the children in their care and adapt their teaching so that learning is appropriately personalised for pupils with SEND.

We keep interventions to a minimum, ensuring pupils remain in class and engaged in the full curriculum, as missing out on lessons could create barriers to their future aspirations

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

- The teacher would have the highest possible expectations for your child and all pupils in the class in terms of both behaviour and academic attainment.
- 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 or provisions (that may be suggested by the SENDCo or professionals) are in place to support your child to learn.
- The teacher will use ongoing assessment in the lesson to assess progress, check for understanding and address any misconceptions or gaps in their knowledge.
- The teacher or teaching assistant will offer extra support if needed to make the best possible progress for your child.

The school follows the Education Endowment Fund's recommendations for SEND in mainstream schools, ensuring teaching assistants are deployed effectively to support learning in class.

Pupils 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 pupil themselves. We are fully committed to ensuring that the school is accessible to all children and will always be happy to discuss individual requirements where necessary. We have a number of ways in which it is accessible to all: Designated disabled parking space in the main car park Accessible toilet facilities by the main reception area and in our EY building. A lift situated on the lower level to provide access to the upper level. The school grounds and outdoor learning are accessible for all children. Please see our <u>Accessibility Policy</u> for further details. What additional When a pupil has been identified with special educational needs, the class teacher support for learning will ensure appropriate access to the curriculum and this will be is available to pupils discussed with the parents formally at Parents/Carers' meetings. with special educational needs? 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. If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors. How are children All staff are committed to promoting the involvement of all children in all aspects of with SEND enabled the curriculum including activities outside the classroom. Where there are concerns to engage in of safety and access, further thought and consideration is put in place to ensure activities available needs are met for all children. with children in the school who do not Where applicable parents are consulted and involved in planning for inclusion. A full have SEND? 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. We also actively encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed. What support does Our commitment to supporting the mental health and wellbeing of children at Exwick Heights has been formally recognised through our recent Bronze Mental the school provide Health Charter Mark award. This achievement highlights the importance we place for improving on children's emotional wellbeing and acknowledges that positive mental health is emotional and social vital for building resilience and managing life's challenges. development? As a mentally healthy school, we take a whole-school approach to promoting mental

health and wellbeing. We provide a wide range of pastoral support for children who may be experiencing emotional difficulties, always starting with the support offered in the classroom. Our vision is that every child develops the skills to be emotionally

literate, self-aware, and resilient, so that they can thrive both in learning and in life. We use a three-tier model of support, which allows us to increase and tailor provision so that every child builds the social and emotional skills they need to reach their full potential.

From September, we will also be introducing a dedicated mental health curriculum. This will further strengthen our approach, ensuring every child learns the tools and language to talk about, understand, and manage their mental wellbeing.

At the heart of our Tier 1 provision is the importance of giving children an emotional vocabulary, alongside the time and space to listen, reflect, and learn strategies to manage feelings such as sadness, frustration, anger, loneliness, or grief. Our vision is that most children will thrive through this offer, which includes weekly whole-class teaching on spiritual, moral, social, and cultural development, supported by our new mental health curriculum focused on emotional literacy and wellbeing.

For some children, however, more targeted intervention may be needed to support their emotional and mental health, either through a school-based programme or with the support of the Mental Health Support Team (MHST). Within our Tier 2 provision, we offer small-group and one-to-one support through Emotional Logic; a short-term intervention.

If we feel that a child's needs require specialist support and advice, we work closely with families and may decide together to refer to external professionals such as CAMHS or the Mental Health in Schools Team.

All our staff know and care deeply about the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned induction process ensures that, through meetings with previous settings and conversations with parents, we can anticipate the medical, social, and emotional needs of new pupils. Our new starter process also allows time for children to meet their class teacher before starting school, helping them to feel welcomed, learn about routines and expectations, and discover the many opportunities available to them, including extra-curricular activities.

Our Family Support Worker plays an important role in promoting children's emotional and social development by offering guidance, early support, and a vital link between home and school, while also signposting families to external services available through Devon's local offer.

We use a relational approach to support children's emotional needs. All staff receive training and updates on our Behaviour Policy, which sets out clear expectations, rewards, and sanctions. While this is applied consistently across the school, reasonable adaptations are made for children with SEND to ensure expectations are fair and achievable. As a result, our <u>Behaviour Policy</u> supports inclusion, while maintaining a calm and structured environment for everyone.

What expertise and training do staff have to support children with SEND and how is specialist expertise secured?

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. Our staff CPD (Continued Professional Development) programme offers training around key aspects of SEND.

The school will always use its best endeavours to make sure that any child with additional needs receive the special educational provision required to support them effectively. 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. We 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.

The Ted Wragg Trust Institute provides a high-quality professional development offer for all staff, which includes enrolment into Team networks with a focus on collaboration and sharing good practice. The SENDCo attends termly SENDCo network meetings to keep abreast of current legislation and practices.

At times, pupils may need additional support from external agencies to access more specialised expertise. As a school, we work closely with these agencies to enhance staff training and develop specialist knowledge. Within the Ted Wragg Trust, for example, we employ a speech therapist and a team of assistants, and collaborate with a range of other professionals including;

- The Communication and Interaction Team (CIT/CITEY)
- Social Emotional and Mental Health Team (SEMH)
- NHS Speech and Language Therapists (SaLT)
- The Educational Psychology Service
- Complex Needs Service
- Single Point of Access (SPA)
- School Nursing Service
- Family Hubs
- Multi-Agency Support Team (MAST)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officer
- Physiotherapy
- Social Care
- Play Therapist
- Learning Mentor
- Devon Information Advice and Support Service (DIAS)

### How do we secure the equipment and facilities needed to support pupils with SEND?

The SENDCo oversees the SEND budget and commissions services, such as speech therapy and Educational Psychology services, to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change, specific equipment and facilities may need to be purchased using SEND funding as agreed by the SENDCo.

We work closely with other professionals such as Occupational Therapists and act on their advice; a number of pupils have access to learning aids such as writing slopes, ergonomic pens, wedge cushions or pencil grips. Other pupils have been enabled through the use of tablets or Dictaphones to record their learning or AAC devices to support communication.

Our schools are wheelchair accessible from certain points and we have disabled toilet facilities. We have an accessibility plan which is reviewed regularly.

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 notional budget.

## How do we consult with the parents of children with SEND and involve them in their child's education?

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 by appointment.

Our OAIP offer also includes parents' evening meetings where the progress of all children being reported to parents verbally twice a year and in writing through an Annual Report.

Each child on the SEND register has a SEND Support Plan (SSP) which details the provision in place and is reviewed each term by the class teacher and SENDCo. Parents of children with special educational needs are informed of the SEND provision, progress and next steps through parent review meetings.

As part of the statutory process, children with an EHCP will have an Annual Review meeting, where progress towards the outcomes in the plan will be shared with parents. The views of the child and the parents/carers will form a key part of these discussions, in terms of provision offered to their child and their educational attainment.

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.

### How do we consult with children with SEND and involve them in their education?

We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, teaching 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 and the TAF processes, as well as gathering pupil voice around the support they receive and how they

	feel about school. As part of this process, SEND children contribute their views towards a
	'SEND Pupil Passport' which is a one-page document outlining their views and how they feel
	the adults working with them can best support them.
	Regular check-ins for SEND pupils are undertaken by the class teacher.
What are the	If a parent of a child with special educational needs has a concern regarding their child's
school's	provision, they would be encouraged in the first instance to speak to the class teacher. The
arrangements for	class teacher can then involve the SENDCo where necessary. A parent is also free to contact
handling complaints	the SENDCo directly. It is hoped that all concerns or questions can be resolved through open
from parents of	working relationships and open lines of communication.
children with SEN	
about provision?	If you have any concerns regarding your child's learning, our SENDCo can be contacted
	directly via the school email address; <a href="mailto:admin@exwickheights.devon.sch.uk">admin@exwickheights.devon.sch.uk</a> or an
	appointment can be made to see her through our admin team. If you would like to make a
	complaint, then please follow the Ted Wragg Trust's Complaints Policy.
How do we involve	We work closely with outside agencies, including health services, Early Help and the Local
outside agencies in	Authority to request advice and further assessments that support individual children and
meeting children's	enhance staff training. These agencies also contribute to staff professional development by
SEND and supporting	delivering training on specific areas of need and intervention programmes (such as
their families?	Emotional Logic, Autism support and Precision Teaching), and by providing guidance on
then families:	strategies to help pupils with identified needs.
	strategies to help pupils with identified freeds.
	When involving external professionals, parents/carers will be consulted and consent sought
	so that the agencies are able to work in supporting the overall development of the child.
How will children be	A number of strategies are in place to enable effective pupil transition. These include:
supported when	On entry:
moving to a new	A planned programme of visits for pupils starting Nursery. Additional visits are
class or when joining	
or leaving the Acad-	arranged if needed. Parent/carers are usually invited to a meeting at the school and
emy?	are provided with a range of information to support them in enabling their child to settle into the school routine
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	The SEASON Meets with all new parents of papils who are known to have SEAS to
	allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
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	If pupils are transferring from another school, the previous school records will be  requested increasing.
	requested immediately.
	Enhanced transition meetings may take place if the child has additional support
	from the Early Years Inclusion Service.
	Transition to the next class/Key stage
	The current teacher completes a transition meeting with the new class teacher.
	<ul> <li>Transition mornings are arranged to give pupils a chance to experience their new</li> </ul>
	class before the new academic year starts. We recognise that identifying
	potential difficulties early benefits both pupils and teachers and it is
	important that these are addressed as soon as possible.

- New class teachers will be invited to TAF meetings and Annual Review meetings in the Summer term wherever possible, with the permission of pupils and parents.
  - Bespoke transition plans will be put into place if required. This may be additional visits to the classroom when no one is in there, spending time playing games with the new class teacher or a transition booklet.

### Transition to a new school in Year 6

- Transition days are generally arranged for pupils with SEND depending on need.
- The Annual Review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding their choice of secondary school.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.
- Accompanied visits to other providers may be arranged as appropriate.

Where can I find out more information regarding on the services available for children with special educational needs or disabilities? 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 & Disabilities (SEND) aged 0-25. This is the Local Offer.

Devon's Special Educational Needs and Disabilities (SEND) Local Offer and SEND Strategy is available here https://www.devon.gov.uk/education-and-families/send-local-offer/

A glossary of SEND terms is included in the appendices of the SEND Code of Practice; <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>

Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities? The Class Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, working with the SENDCo as necessary.
- Writing Send Support Plans (SSPs), based on the small steps of progress needed for success and sharing and reviewing these with parents at least once a term.
- · Personalised high-quality teaching of your child
- Ensuring that the School's Information Report and policy is followed in their classroom for all pupils with SEND.

### The SENDCo is responsible for:

- Developing and reviewing the Schools SEND Information Report and Policy
- Co-ordinating all of the support for pupils with SEND
- Ensuring that you are:
  - I) Involved in supporting your child's learning
  - II) Kept informed about the support your child is receiving
  - II) Involved in reviewing how your child is doing
- liaising with all other professionals who may be coming in to school to support your
- Updating the schools SEND 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.

The Headteacher is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupils with SEND.
- The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND.

The SEND Governor is responsible for:

• Making sure the necessary support is given for any child with SEND that attends the school.

### Impact. What has gone well this year?

At Exwick Heights, all SEND pupils take part in an ambitious curriculum while being fully included in both the wider school community as well as day-to-day school life. Our SEND children have the same opportunities and access to learning as all other children across the school.

We continue to invest in training (CPD) for all staff. This has helped us to strengthen the SEND support available in every classroom. From September 2025, our team will also be delivering an intervention called Emotional Logic, following specialist training.

A particular strength is our partnership with the Ted Wragg Trust Speech and Language Therapy (SALT) team. Thanks to this, all Reception children are screened using Language Link in September. Any child who needs extra support can then receive targeted interventions from our in-house Speech and Language Therapy team.

We are committed to using evidence-based interventions in line with advice from the EEF. For example, Speech and Language Link screening and subsequent programmes are now taking place across the school and we are already seeing many children make real progress in their communication skills as a result.

We work closely with other schools in our academy trust. This allows us to share good practice, learn from each other, and widen the support we can offer to children with SEND.

We have built strong partnerships with Devon SEND teams to ensure effective support for pupils with higher levels of need, making use of expertise from services such as Timid to Tiger, the Communication & Interaction Team, the EYCN team and the Dyslexia Service, amongst others.

Finally, attendance is a high priority for every child, including those with SEND. We know that being in school regularly makes the biggest difference to learning and progress, and we are here to support families to achieve this.