

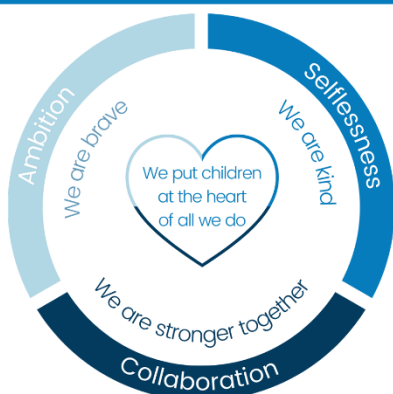
SEND Information Report 2026-2027



We are an ambitious and inclusive Trust of schools



We demonstrate our love through our values



How we will succeed



Statement of Intent

At Exwick Heights Primary School, we believe all children deserve the very best possible start and we aim to enrich the lives of all our pupils.

Exwick Heights is dedicated to providing the best education for all, and the brightest future. Our mission, for our pupils to achieve academic excellence and personal empowerment through the values of kindness, curiosity and determination, is at the heart of everything we do. Our ambitious, exciting curriculum gives children experiences on which to base their learning and their future life choices, supported by strategic staffing, recruitment and CPD plans which ensure that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

All children with Special Educational Needs and Disabilities (SEND) are welcome at Exwick Heights. Full support will be provided to each child who has SEND requirements, with well thought out strategies to overcome any barriers to achievement. Exwick Heights is a fully inclusive school providing a nurturing and aspirational educational offer so all pupils can achieve their potential.

Staff, parents, carers and pupils are fully involved in getting the provision right for the children in our care, as well as discussing and monitoring the progress towards specifically identified goals and targets of children with SEND.

Members of the Inclusion Team, including the SENDCo, Family Support Advisor and Attendance Office, are regularly on hand to offer advice, give recommendations and answer any questions that Parents/Carers may have regarding the Special Educational Needs or wellbeing of their child.

Our school uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEND'. For example, our teaching staff have recently completed training around Autism-friendly approaches, and our teaching assistants are all trained to deliver interventions such as LEGO Therapy and Number Sense.

Our approach reflects the Education Endowment Foundation's model of Inclusive Teaching. We recognise that inclusive practice begins with strong universal classroom teaching for every pupil. Where this is not sufficient on its own, carefully planned adaptations and additional support are provided to enable pupils with SEND to access ambitious learning alongside their peers. These approaches work together to promote participation, independence and success for all learners.

Excellent care, guidance and support contributes significantly to pupils' 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 SENDCo who is part of the Senior Leadership team and who has completed the National Professional Qualification in Special Educational Needs Coordination (NPQSENDCO).
- Have a named Link Governor for SEN.
- Have a SEND Information Report, Inclusion Strategy and SEND policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Ensure pupils with SEND have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPIs have a reporting mechanism for SEND.

- Ensure leaders are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND.

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

- First, all staff are aware of the SEND pupils they teach and support: we consciously build strong relationships with these pupils, 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 SEND is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop SEND pupils as leaders in our community: we believe in them; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- 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 pupils.
- 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 SEND pupils.
- We offer opportunities for independent practice: we explicitly teach pupils 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 pupils to explore opportunities they may not have considered. Pupils are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all pupils to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

Special Educational Needs Coordinator (SENDCo)	Graham Taylor SENDCo@exwickheights.devon.sch.uk 01392 209030
Staff member with overall responsibility for pupils with Medical Needs	
SEND Governor	Kelly Dighton
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/children-families-education/send-local-offer/

Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information Advice and Support for SEND (DIAS) https://devonias.org.uk/ 01392 383080 https://devonias.org.uk/contact-us
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Implementation

Questions	School Response
What kinds of special educational needs are provided for at Exwick Heights Primary School?	Exwick Heights Primary School is a mainstream, inclusive school for children aged 2-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that 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 also recognise that there are many children in our setting whose primary area of need is Autism, which encompasses many of the four broad areas. 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, 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 SEND 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.

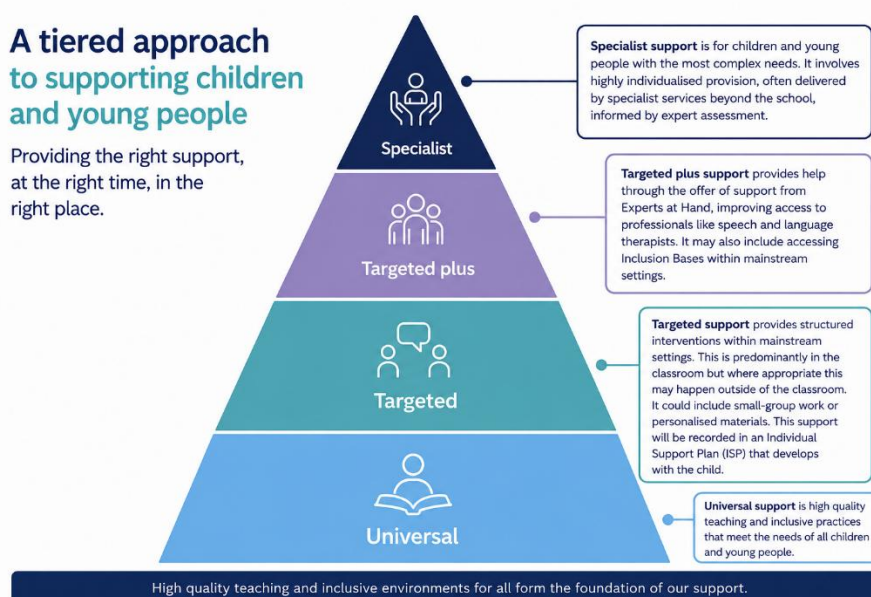
What are the policies for identifying children with SEND and assessing their needs?	We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENDCO coordinate this work across the whole school. All children are different 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 Inclusion Meetings where the needs of SEND children will be discussed in-depth. There are many ways that we may identify 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. • Pupils' views • Review attendance and exclusion data for pupils with SEND
How does Exwick Heights Primary School 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. The effectiveness of interventions is measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the classroom teacher and SENDCO and where necessary, appropriate additional training will be provided to staff running interventions. Alongside evaluating interventions, leaders monitor the quality and impact of adaptive classroom practice through lesson visits, book scrutiny, pupil voice and professional dialogue with teachers. This ensures adaptations continue to support high expectations and successful participation. Leaders regularly review inclusive teaching through professional development, coaching, lesson visits and ongoing evaluation. Staff work collaboratively to refine classroom practice using current educational research so that inclusive teaching continues to improve over time. 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 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. The SENDCo and Family Support Advisor hold Inclusion Meetings every term with class teachers to discuss the academic progress and wellbeing of SEND and under-resourced pupils, as well as any children who are not making at least expected progress. From this, a plan is created to support the child to achieve their very best moving forward. Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Devon Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are four 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 pupil progresses through to targeted, targeted plus or specialist levels of support. We use Devon's Needs Indicator Tool to help staff and families identify the specific areas of difficulty a child may be experiencing. We use Devon's Ordinary Available Inclusive Practice (OAIP) and Targeted Practice (OATP) to guide the provision we put in place to meet the presented need. OAIP is available for all pupils (universal support) whereas targeted practice is more bespoke and will be accessed by select pupils as and when a need emerges.

For a very small percentage of pupils, 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 assess education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

A tiered approach to supporting children and young people

Providing the right support, at the right time, in the right place.



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 pupils, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found [here](#).

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 evidence-informed approaches including explicit instruction, carefully sequenced learning, modelling, regular checking for understanding, retrieval practice, effective feedback and scaffolding that is gradually removed as pupils become more independent. These approaches benefit every learner but are especially important for pupils with SEND.

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 pupils needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

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

- The teacher would have the highest possible expectations for your child and all pupils 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 class teacher 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 We carefully plan support so that pupils become increasingly independent learners. Adults provide the right level of support at the right time, gradually reducing prompts and scaffolds as pupils develop confidence, resilience and independence. 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 teaching assistants, adheres to their recommendations on effective deployment of teaching assistants. Teaching assistants complement, rather than replace, high-quality teaching. They are deployed strategically to reinforce learning, promote independence and provide carefully planned support that enables pupils to participate fully within the classroom. 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. The school has a number of ways in which it is accessible to all: • Designated disabled parking space in both car parks • Accessible toilet facilities by the main reception area and in our Early Years 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 Accessibility Policy for further details.
What additional support for learning is available to pupils with special educational needs?	When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings. 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 with SEND enabled to engage in activities available with children in the school who do not have SEND?	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. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed. We believe that successful inclusion means every pupil feels that they belong within our school community. We actively promote participation in classroom discussion, enrichment opportunities, leadership roles, educational visits and wider school life. We regularly seek pupil voice to ensure children feel valued, listened to and included.
What support does the school provide for improving emotional and social development?	At Exwick Heights, 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 Behaviour Policy supports inclusion, while maintaining a calm and structured environment for everyone. All our staff know and care deeply about the children and their needs, always looking for opportunities to foster 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. We provide each new pupil to our school with a welcome pack and activity book that they can complete to help them feel settled within their new community. Our commitment to supporting the mental health and wellbeing of children at Exwick Heights has been formally recognised through our Bronze Mental Health Charter Mark Award. This achievement highlights the importance we place on children's emotional wellbeing and acknowledges that positive mental health is vital for building resilience and managing life's challenges. 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. At the heart of our Tier 1 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 termly blocks completing our dedicated Wellbeing curriculum from Reception through to Year 6. This will further strengthen our approach, ensuring every child learns the tools and language to talk about, understand, and manage their emotions and mental wellbeing. We further support this development through weekly whole-class teaching and assemblies focused on spiritual, moral, social and cultural development, as well as feeding mental health and wellbeing throughout our curriculum, in subjects such as Science, Reading and PSHE. From October 2026, we are excited to provide all children from Reception to Year 6 with a termly block of Forest School lessons, using our beautiful grounds to support children to be at one with nature. We will be working with The Outdoors Group, a recognised specialist provider, to help create the best provision possible for our children, showing our commitment to further empowering children to live well and enjoy all that school has to offer. 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): following referral, the team may be able to support your child, and the wider family, on a 1:1 or group basis. Our Family Support Advisor also works closely with children who may be struggling with anxiety or grief, completing 1:1 work focused on developing strategies to help children manage big emotions. Within our Tier 2, we also offer small-group and one-to-one support through Emotional Logic, a short-term intervention focused on developing literacy around feelings. 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 our Tier 3 external professionals, such as CAMHS or the Mental Health in Schools Team. Our Family Support Advisor 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.
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 regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND. 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 pupils' 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. 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.

	From September 2026, the Government will provide all schools with access to an online portal dedicated to SEND-specific training. This will help to equip all members of staff with the knowledge and strategies to support a wide range of SEND. Schools will also soon have access to 'Experts at Hand', a range of professionals working across the sector who will be able to provide specialist advice and guidance for children. At Exwick Heights, staff have received significant training in recent years, particularly in Autism-friendly practice and relational approaches to behaviour. Many of teachers have completed National Professional Qualifications (NPQs) which all include units on quality SEND provision. Four of our teaching assistants are currently completing either Level 6 apprenticeships or Level 5 Foundation Degrees in Educational Practice, where SEND lies at the heart of their studies. 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. There may be times when children require additional support from outside agencies and Experts at Hand to receive more specialised expertise; the agencies used by the school are: • 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 pupils 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 Team Around the Family process and access additional funding from the Local Authority if a child's needs exceed the funding available in our set 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. There is a dedicated SEND email, where emails can be sent between 8am-6pm during the school week to the SENDCo. The SENDCo may also contact families through this email to keep them up-to-date with referrals or review processes. 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 an Individual Support Plan (ISP) 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. It also helps our adults in their year group team to have a working document that details the child's voice about school and what they want to achieve. For some children on the SEND register, they may have a key adult within the senior leadership team who will regularly check in with them and notice their successes.

	In Years 5 and 6, all pupils complete the Annual Ted Wragg Pupil Survey, which helps the senior leadership team to make decisions based on pupil voice. Our introduction of forest school sessions is one example where pupils, particularly our SEND pupils, wanted this and we made the change to meet this need.
What are the school's arrangements for handling complaints from parents of children with SEN about provision?	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 the class teacher. The class teacher can then involve the SENDCo where necessary. A parent is also free to contact the SENDCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. Mr Taylor is the Assistant Head for Inclusion and the Special Educational Needs Coordinator (SENDCo). If you have any concerns regarding your child's learning, he can be contacted directly via ewhsendco@exwickheights.devon.sch.uk, or an appointment can be made to see him through our admin team. If you would like to make a complaint, then please follow the school's <u>Complaints Policy</u>.
How do we involve outside agencies in meeting children's SEND and supporting their families?	We have established relationships with outside agencies including the Educational Psychology Services, 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. 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.
How will children be supported when moving to a new class or when joining or leaving the School?	A number of strategies are in place to enable effective pupil's transition. These include: On entry:- • A planned programme of visits for pupils starting Nursery. 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 • The SENDCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If pupils are transferring from another school, the previous school records will be 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. • We are committed to making transition to a new class as smooth as possible for children and families, so now inform our families of new class teachers weeks in advance of our Transition Day in July.

	We know that early identification of possible problems is more beneficial to both the child and the teacher and these need to be addressed as early as possible. It also allows more time for relationships to foster and to quickly develop a sense of belonging within the new class. • New class teachers will be invited to Team Around the Family and Annual Reviews meetings in the Summer term 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. All children moving into Reception and Year 1 will receive this transition booklet, as will all pupils on the SEND register in Years 2-6. Transition to a new school in Year 6 • Transition days are generally arranged for pupils with SEN 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 secondary school choice. • 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 • Many schools, including Exwick Heights, use the Devon Transition Portal to ensure all information is sent in a timely and consistent manner. • Year 6 staff and the SENDCo meet with secondary colleagues in the Summer term to provide a comprehensive handover of information.
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; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf https://devonias.org.uk/ provides a range of information and support for families of pupils with SEND. Our Family Support Advisor can signpost families to specific services relevant to your child's SEND.

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 Individual Support Plans (ISPs), based on the small steps of progress needed for success and sharing and reviewing these with parents at least once a term. • Providing 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, Policy and Strategy Statement • 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 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 • 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.
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Impact

What has gone well this year?
• Two internal reviews of our SEND provision, including from an external provider, identified strong SEND practice in a range of areas: - <i>SEND children shared their sense of belonging within their classrooms and the wider school.</i> - <i>Far-reaching pastoral support is in place supporting a wide range of pupils.</i> - <i>Speech, Language and Communication support is very effective, particularly for children with complex SEND.</i> - <i>Leaders and teachers have high aspirations for all pupils, including those with SEND, and rigorously track and monitor the provision in place.</i>

- Teachers have good knowledge of what children need to learn and thrive, and make appropriate adaptations and scaffolds to meet need.

- Clear deliberateness around children learning to read, reflected in an above average percentage of SEND pupils consistently achieving the national expected standard in reading assessments.

- Exwick Heights works well in local area partnership that extends beyond the Ted Wragg Trust.

- Our Wellbeing curriculum was successfully embedded, with all children completing the first three units of the programme, and all pupils with SEND accessing these sessions.
- For a second year running, our family support advisor worked with the Mental Health Support Team (MHST) to deliver a successful 'Timid to Tiger' 10-week programme, supporting many families whose children are on the SEND register with strategies to manage anxiety and overwhelm.
- Our Tier 2 provision has strengthened, with more than 40 pupils accessing support through 1:1 MHST sessions or as part of our Emotional Logic intervention. The MHST also delivered sessions to all children in Years 1, 2 and 6 around big feelings, mental health and transition.
- Our Speech and Language programme is successfully supporting children to develop their receptive and expressive skills. 25 Reception children received 1:1 support from our Trust Speech and Language Team, and 80% of pupils who received Language Link small group support last year are now scoring at an age-related standard. We have also committed to delivering daily, bespoke 1:1 programmes provided by speech therapists for children with significant speech, language and communication needs.
- Our annual parent survey identified that families appreciated regularly communication about their child's progress, particularly those with SEND.
- Children on the SEND register continue to embrace all aspects of school life, with attendance at many clubs, as well as on trips and residential.