

## **SEND Information Report 2025–2026**

### **Strategic Lead for SEND: Ginny French**

At our primary school, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), receive the support they require to thrive in an educational setting. This document serves as a comprehensive guide for parents, outlining the available provisions and the steps to take should you suspect that your child has special educational needs.

#### **If you believe that your child may have special educational needs, it is essential to take the following initial steps:**

- Firstly, approach your child's class teacher to discuss your concerns. The class teacher has the training and experience to assess the situation and may share similar concerns regarding your child's progress and attainment. If necessary, the teacher will refer the matter to the Special Educational Needs and Disabilities Coordinator (SENDCo).
- In our school, the SENDCo is Ginny French, who is available for consultations should you continue to have concerns after speaking with the class teacher.

#### **Understanding Special Educational Needs**

- Special Educational Needs can arise when a pupil fails to make adequate progress despite targeted teaching approaches. A child may be identified as having SEND if they encounter difficulties in learning that necessitate special educational provision.
- Additionally, children with disabilities have special educational needs if they face barriers in accessing their education and require provisions that differ from the Ordinarily Available Inclusive Provision.
- If your child has been previously identified as having special educational needs by a preschool or another school, we encourage you to contact us directly. You may speak to Ginny French (SENDCo) or Miss Louise Nicholls (Head of School) or Mrs Tess Coulthard (Executive Head).
- This step allows us to gather pertinent information about your child's needs before their enrolment with us. We will coordinate with the previous setting to transfer any Individual Learning Plans (ILPs) and

reports provided by external agencies, including Educational Psychologists or paediatricians.

## **Support for Identified Special Educational Needs**

- If your child is identified as having special educational needs, we will communicate the additional provisions being implemented. We may create an individual learning plan (ILP), detailing the crucial learning targets for your child and our strategies for helping them achieve these goals.
- We invite parents to review this plan with us approximately once a term. Furthermore, we may develop an Individual Support Plan, which highlights the challenges your child faces and the positive strategies to support their learning. This plan is reviewed annually unless your child's needs change.
- Your child's details will be recorded on our register for children with SEND, which enables us to monitor the provisions and support provided. This register is accessible to Devon County Council and the Department for Education (DfE) for oversight purposes.
- If necessary, we will seek additional support from external agencies, such as Speech and Language Therapists or the Communication and Interaction Team, with your agreement.

## **Severe Special Educational Needs**

- In cases where a child's needs are identified as severe, lifelong, and complex, and their learning barriers cannot be mitigated through classroom teaching and supplementary support, we may need to apply to the Local Authority for specially designated Educational Health Care Plan (EHCP)
- This process involves a statutory assessment of your child's needs, requested by the school. A panel of experts will examine the documentation and determine whether a statutory assessment is warranted. Should they deem it appropriate, you and other professionals working with your child will be asked to submit reports outlining your child's needs. If the panel finds that your child's needs meet the criteria, they will prepare an Education Health and Care Plan (EHCP), reviewed annually. This document stipulates long-term objectives and strategies to help your child achieve them.

- If the panel concludes that your child's needs do not necessitate an EHCP, the school will continue to support them and ensure an ILP is in place to facilitate progress.
- Parents can access further information about the Local Authority's offerings for children and young people with SEND on the Devon County Council website or by calling 01392 380000.

### **Special Educational Provision**

- Modbury is a mainstream primary school which is proud to provide enriched, inclusive provision for all children, including those with a Special Educational Need or Disability.
- Details of the schools Ordinarily Available Inclusive Provision (OAIP) that is in place for all pupils can be found here:

### **Accessibility and Training**

Our school strives to ensure accessibility for all students.

- All classrooms are wheelchair accessible with the exception of year 6. A plan would be put in place if/when this becomes necessary. Year 1, year 3, year 4 and year 5 all have a single step access and a ramp can be provided for access.
- There are facilities such as a disabled toilet within the main building to accommodate physical disabilities. The school grounds, including playgrounds, are also designed to be accessible.
- To support children with SEND, all class teachers are qualified and regularly engage in professional development to enhance their effectiveness in catering to diverse needs. We provide training for support staff on various conditions, including Autistic Spectrum Disorder, Dyslexia, and Attention Deficit Hyperactivity Disorder.
- Staff are trained in using specific educational strategies tailored to support these needs, continually expanding their expertise.

### **Communication with Parents and Children**

- We believe in maintaining open lines of communication between parents/carers and the school. Teachers are always willing to meet with you to discuss any concerns or feedback.
- The SENDCo, Ginny French, is also available for further support.
- We encourage a collaborative school/home partnership, keeping you informed about any additional provisions being put in place for your child.

- For parents of children with ILPs, an opportunity to discuss progress and strategies for support is provided at least once a term. In cases where a child is undergoing a statutory assessment, we invite parents to attend meetings and share their views throughout this process, ensuring all parties are aligned in offering the best possible support.

## **Transitioning Between Schools**

As children prepare to transition to secondary school, typically Ivybridge Community College (ICC), we facilitate this process by arranging transition visits throughout Year 6. Children with SEND may require additional visits tailored to their specific needs, which are organised by our SENDCo or Head of School. The SENDCo will liaise with the SEND Team at designated Secondary schools to share information about children on the SEN Register, ensuring continuity of support during the transition.

## **Support for children with SEND**

- We have a graduated response to meeting pupils' needs; starting with Ordinarily Available Inclusive Provision for all which is helpful to all harmful to none and crucial for some.
- Quality first teaching is used to ensure that a range of strategies are used to adapt, differentiate and personalise learning to encourage greater inclusion of pupils with SEND needs and work to narrow the attainment gap.
- All classrooms are SEND friendly with pastel, calming distraction free environments. Visuals are used consistently across the school and a range of scaffolds are accessible for all. More detail can be found in our OAIP.
- Targeted provision is used for pupils who need extra support with individualised programmes of support and intervention. It is typically delivered by a teacher or teaching assistant in a small group or 1:1 setting.

## **Funding for SEND Provision**

Our school receives a portion of funding from the Local Authority explicitly designated to support children with SEND. The allocation of resources is decided by the Executive Head in consultation with the SENDCo and Head of School, ensuring the funds are deployed effectively to benefit children requiring additional support.

## Further Information

Parents and carers can access further information, support and guidance from:

- Devon Information Advice and Support for SEND  
<https://devonias.org.uk/>
- See the Devon Local offer for SEND  
<https://www.devon.gov.uk/children-families-education/send-local-offer/>
- Teachers and the SENDCo can direct parents to other organisations if needed.

## Addressing Concerns

- If you find yourself dissatisfied with the special educational provision your child is receiving, we encourage you to speak initially with your child's class teacher.
- If you feel your concerns are still not addressed, please contact the SENDCo, Head of School, or Executive Head.
- For unresolved issues, the Governing Body has a complaints procedure that you can follow, with details available from the school office or our website.

**By working together, we can ensure that every child receives the support they need to flourish in our school environment. Your partnership is invaluable in this continual process of providing quality education for all students.**