SEND Information Report: Salcombe CE Primary School

September 2026

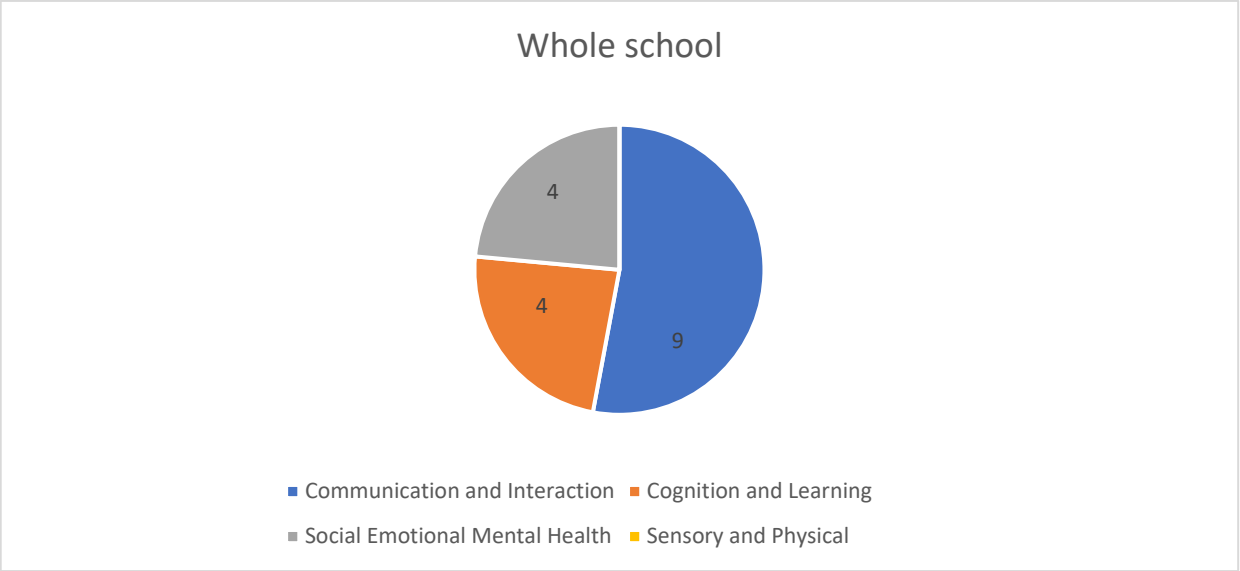
What kind of Special Educational provision is made at Salcombe CE Primary School?

Salcombe CE Primary is a mainstream school with 71 pupils on roll from Nursery to Year 6. We are committed to a **pupil-centred approach** that brings together pupils, families, school staff, and external professionals to plan and deliver high-quality, needs-led provision consistently across the school.

Our motto, **"Sailing to Success,"** reflects our belief that every child—whatever their starting point or need—can make progress and achieve their potential with the right support. For pupils with SEND, this means ensuring access to the same rich opportunities for learning and social development as their peers, while providing the adaptations and interventions needed for them to thrive.
Through this approach, we aim to equip every child with the skills, confidence, and resilience to navigate their own journey, fulfil their aspirations, and promote their overall wellbeing.

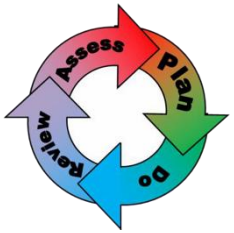
The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:

- **Cognition and learning**. This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction**. Children with Autistic Spectrum Disorder (ASD) including Asperger's and ADHD or speech difficulties.
- **Social, emotional and mental health difficulties.** At times children may suffer from anxiety,
  overwhelming feelings of anger or fear which affect their ability to learn.
- **Sensory and/or physical needs**. This covers Hearing Impairment (HI) Visual

	Impairment (VI) Multi- Sensory Impairment (MSI) and Physical difficulties (PD) - Extra-curricular activities. All children are encouraged to take part and we audit the provision to ensure that there are no barriers to equal participation. We currently have 17 children on the SEND register and are supporting the following types of needs:  If you want to know more about SEND at Salcombe CE Primary School, please contact the SENDCo, Natasha Dickinson or the Head of School, Charlotte Bond.
How do we identify pupils with SEND? Information about the First Federation Trust policies for identification and assessment of pupils with SEND can be found by clicking on the link below:	Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made ***which is additional to or different from*** that normally available in a differentiated curriculum. We regard pupils as having a Special Educational Need if they: • Have a significantly greater difficulty in learning than the majority of pupils of the same age, or; • Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

https://www.firstfederation.org/send-and-equality/ 	• A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014) Children with SEN are identified by the following assessment routes all of which are part of the overall approach to monitoring progress of all pupils: • Child performing below age related expected levels and performance thresholds – this could be in any of the core subjects, or in social emotional development. • Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments • Ongoing tracking attainment of children through the year • Internal assessments including working memory, dyslexia screening, language and vocabulary knowledge • Concerns raised by parent • Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance • Clear systems to raise concerns in place, involving consultation with parents. • Consultations between class teachers and members of the leadership team where progress is discussed • If children have English as an Additional Language (EAL) and there are SEND or progress concerns, the school will seek support to ensure an accurate assessment of need is made. • Extensive Liaison with external agencies e.g. Behaviour Support, Communication and Interaction Team • Regular planning meetings and support from the Babcock Education Psychologist service • Health diagnosis through Paediatrician or advice from GP • Liaison with previous school or setting, if applicable
How does the school approach teaching pupils with SEND? 	We view all teachers as leaders of SEND, with each teacher holding responsibility for meeting the needs of pupils with SEND within their classroom through high-quality teaching and appropriate adaptations. Provision for SEND pupils includes: • Quality first teaching, with appropriate adjustments made for all pupils • Extra adult support in classrooms where appropriate

	• Inclusive approaches are used across the school to enable all children to reach their full potential • Personalised provision through time-limited programmes • Personalised provision through adapted resources and interventions • The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning At Salcombe CE Primary School, targeted and specialist interventions/programmes have included: • Precision Teaching • Nessy Reading and Spelling • Forest School • Lego Therapy • 1:1 Mentoring • 1:1 and small group Spelling Interventions • Boxall Profile to support and identify social and emotional needs • Relational Support Plans • Speech and Language Programmes including Speech Link and Language Link • Attachment Based Mentoring • Alternative Provision • Trauma Informed practitioner • Bespoke Timetables • Pre-teaching and over learning • Sensory diets and spaces • Sensory Circuits • Funky Fingers
How do we evaluate the effectiveness of provision for pupils with SEND? 	• Teachers continually monitor the progress and outcomes of all pupils in their class as part of Ordinarily Available Inclusive Provision, adapting teaching and support as required. • The progress of pupils with SEND, and the impact of the support provided, is reviewed at least termly through discussions involving the pupil, parents/carers, and the adults working directly with them. Pupil voice is actively gathered during these reviews to ensure that children's views, experiences, and aspirations help to shape their provision. • The effectiveness of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted where necessary to ensure needs continue to be met. • The progress of pupils with SEND is reported termly to the Board of Directors. Our SEND

	Information Report, published on the school website, is reviewed at least annually and updated sooner if significant changes to provision are made.
What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review? 	These arrangements include: • Graduated approach with cycles of **Assess Plan Do Review** • Data tracking for pupil progress • Personal Learning Plans (PLP) every term • Class and School Provision Mapping • EHCP reviews at least annually • Observations and follow up parent meetings • SEND Assessment Toolkit • Specialist support/assessments • At least termly meetings for parents with their child's class teacher to set individual targets and review progress • SENDCo meets with parents as required as part of the Assess Plan Do Review cycle.
How is the curriculum and the learning environment adapted for pupils with SEND? 	At Salcombe CE Primary School, we are committed to making reasonable adaptations wherever possible to ensure that pupils' learning is maximised and individual needs are met. Adaptations to the curriculum and learning environment may include: • Groupings that target specific levels of progress; • Adapted resources and teaching styles and strategies • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and or examinations • Targeted use of additional adults as appropriate • An extensive range of additional resources; ICT equipment and software Manipulatives Sensory resources Widgit Online Overlays Fine Motor Skills resources Our Accessibility Plan also provides further examples and can be found here:

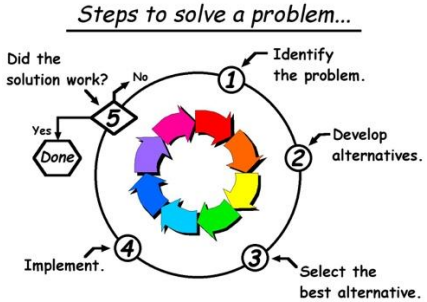
	https://www.firstfederation.org/send-and-equality/
What support is available for improving the social emotional and mental health of pupils with special educational needs? 	All pupils are supported to reflect on their feelings and are encouraged to communicate them in appropriate ways. This is facilitated through: • High quality PSHE lessons • Alternative lunch time provision • Adults with training in Attachment Based Mentoring • Adults trained in Trauma Informed practices • Pupil voice valued across the school • Specialist support for individual pupils • ELSA resources • 'Team___' 5 key adults who can help me in school • Zones of regulation and co-regulation • Access to calm learning spaces with sensory/ regulating resources available • Use of Blank Levels to support communicating with individuals • Bespoke Timetables for some pupils • Access to Play Therapists as required • Specialist support for individual pupils, • A mentoring system • School Council • Social stories • Liaising between school and specialists including CAMHS, school nurse, Behaviour Support Team.
Who should I contact if I am worried or if I would like to talk to someone about SEND?	Natasha Dickinson is the Special Educational needs and Disabilities Co-ordinator and works closely with teachers and the Head of Teaching and Learning to meet the needs of all SEND pupils. In the first instance, you should always speak to your child's class teacher as they are the adult in school who has the key responsibility for meeting your child's needs in the classroom on a day to day basis. If you then need to contact the school SENDCo: Natasha Dickinson can be contacted through the school office:

	01548 842842 Or by emailing: admin@salcombeprimary.devon.sch.uk The Director with responsibility for SEND is: **Carolyn Bromfield** She can be contacted by email: admin@firstfederation.org.uk

What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured?
 	

	• An audit of staff experience in SEND is undertaken annually.
	• Our Co-ordinator for SEND holds the National Professional Qualification for Special Educational Needs Co-Ordinators (NPQSENCO) qualification.
	• The SENDCo attends the termly First Federation Trust SEND Network meetings
	• The SENDCo regularly provides input at SEND specific staff meetings.
	• During the last academic year staff have undertaken training including:
	  ○ Speech and Language- Developmental Language Disorder
	  ○ Strategies to support learners with SEMH needs
	  ○ Trauma Informed Practice
	  ○ Dyslexia
	  ○ Read Write Inc training
	  ○ Educational Psychologist – whole school audit
	• When required, specialist expertise from external services such as Communication and Interaction (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP), Early Years SEND Advisor, Nursery Plus and other services are employed as appropriate.
	• Our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children
	• At least half termly staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given immediate support and advice which is followed up by further professional discussions and monitoring as appropriate.

How will equipment and facilities to support children and young people with special educational needs be secured? 	Where assessment has shown the need for a particular piece of equipment the school does not already have available this can be secured for the individual child through direct negotiation with: • Other schools • Support services • Charities • Volunteers The Accessibility Plans for the First Federation schools can be found http://www.firstfederation.org/send-and-equality/
What arrangements are made for involving and consulting parents of children with special educational needs? 	• Contacting/ meeting the class teacher in the first instance • Contacting our Special Educational Needs Co-ordinator through the school office or by leaving a message on the SEND Contact form • Regular 'Team Around a Family' (TAF) meetings where the relevant professionals working with your child can discuss progress and the next steps • Termly Parent Meetings with the SENDCo present as required • Early Help Parent Partnership – Devon SEND offer: Devon Local Offer
What arrangements are made for consulting young people with special educational needs and involving them in their education?	We greatly value the active participation of young people in their education. This is facilitated by: • Active involvement in planning and evaluating targets set in Personal Learning Plans, at least termly. • Young people have an active involvement and their views are an important part of the Annual Review process • Where appropriate, personal interviews are conducted In school pupil voice is also facilitated by:

	• School council • Other student leaders • Mentoring sessions
How does the school ensure the continuity of support when children progress to the next phase of their education? 	We have close links with colleagues at local pre-school and secondary schools in the area. A smooth transition between phases of education is ensured by**:** • Early communication with partners including attendance at TAF meetings • SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school • Meetings between teachers and new staff/ SENDCo to hand over key information related to children and any additional needs/ disability. • Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition') • Enhanced transition programmes when required • Information, including high need profiles and any other written information that is helpful for their transition will be provided to the next teacher and to any new school.
What arrangements are in place relating to the treatment of complaints about SEND provision? 	If you have concerns about your child's SEND provision, you should initially raise these with the class teacher before contacting the SENDCo, or Head of School. The First Federation has a complaints procedure, which can be found on the website. http://www.firstfederation.org/complaints/ If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage. **Parents and Carers can access further information, support and guidance from Devon Information Advice and Support for SEND** https://www.devonias.org.uk/