

Buckfastleigh Primary School

Special Educational Needs & Disabilities (SEND) Information Report

2026 - 2027



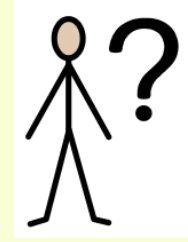
Introduction



Buckfastleigh Primary School aims to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities (SEND).

The staff of Buckfastleigh Primary School aim to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational settings.

Who can I speak to about SEND?



There are a number of people you can talk to about Special Educational Needs and Disabilities at Buckfastleigh Primary School.



The Executive Head Teacher, Mrs Natasha Brooks, oversees SEND provision across the whole school.



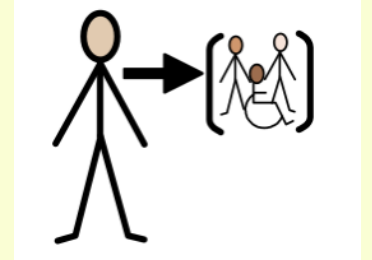
The Special Educational Needs and Disabilities Co-Ordinator (SENDCo), Mr Pete Grafton, coordinates provision across the school.



The Family Support Advisor, Mrs Rhiannon Rosewell, who is responsible for Early Help and other parent/carers support.

You can also speak to your child's class teacher about support in the classroom.

What is the definition of SEND?



Buckfastleigh Primary School regards pupils as having a Special Educational Need or Disability if they:

- Have a significantly greater difficulty in learning than the majority of pupils 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 (SEND Code of Practice 2014)

What does the Local Authority offer children with SEND?

The Local Authority responsible for SEND services in Buckfastleigh Primary School is Devon.

The Children and Families Bill (2014) states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for people aged 0 to 25. This is called the 'Local Offer'.

Devon County Council has taken a multi-agency approach in supporting young people with SEND. This means schools, care workers and the National Health Service work together to provide for a child with SEND.

The link below will take you to the Local Authority Local Offer.

[Devon SEND Local Offer - Devon County Council](#)

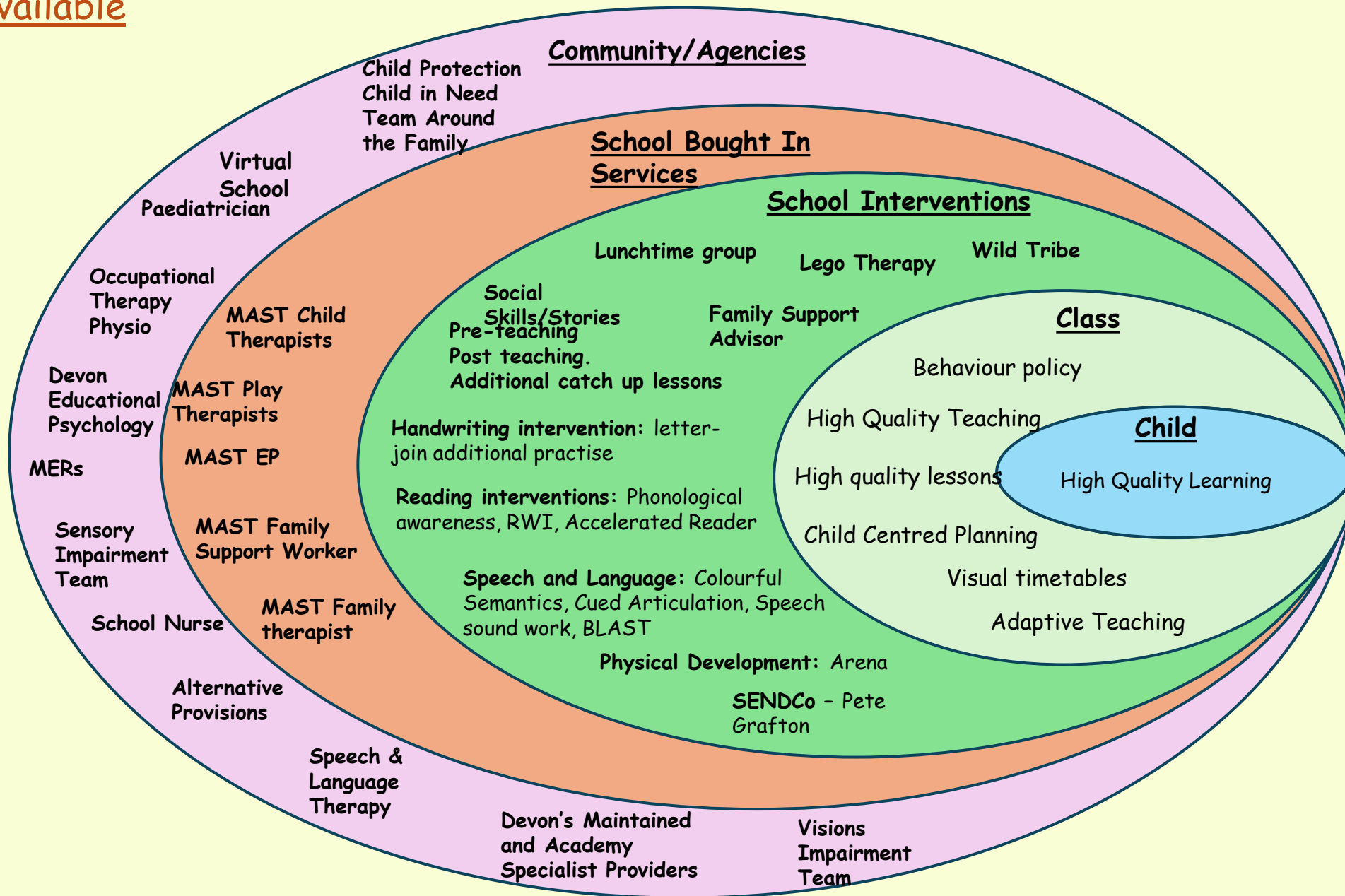


What does Buckfastleigh Primary School offer children with SEND?



- Children are identified early in their schooling and offered the appropriate support according to their needs.
- Children are offered targeted intervention work and support in the classroom for specific learning difficulties, or if they are not making expected progress for their age.
- Skilled support staff work with children under the guidance and direction of the Class Teacher, Special Educational Needs and Disabilities Co-Ordinator (SENDCo) and the Head Teacher.
- Staff work closely with outside agencies to ensure that pupils with additional learning needs receive high quality, targeted support.
- Children with learning difficulties have their progress and the provisions in place to support them closely monitored through the school.

Buckfastleigh Primary School Provision Puddle: Details of Support Available



Does my child have SEND?



Under the SEND Code of Practice 2014, pupils identified as having a special educational need or disability will be considered within one of more of the following categories of need:

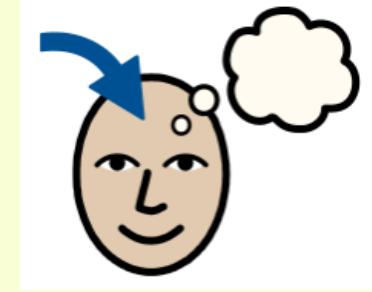
Communication and Interaction



Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they difficulty saying what want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs will vary and may change over time. They may have difficult with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Condition (ASC) and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate and interact with others.

Cognition and Learning



Support for learning difficulties may be required when a child's progress is significantly less than that of their peers, even with appropriate adaptations.

Learning difficulties cover a wide range of needs including:

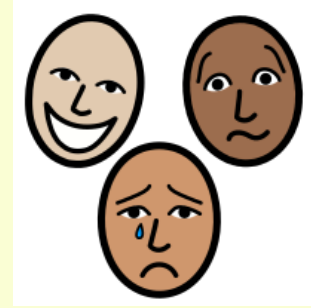
Moderate Learning Difficulties (MLD)

Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility or communication.

Profound and Multiple Learning Difficulties (PMLD) where children are likely to have severe and complex learning needs, as well as a physical or sensory impairment.

Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)



Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs



Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time.

Many children and young people with vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Additional Emotional and Social Needs



Our school understands that some children can have extra emotional and social needs that need developing or supporting. Some children struggle with behaviour difficulties, are anxious or struggle to communicate.

The school provides structured Personal, Social and Health Education (PSHE) lessons as part of the curriculum offer. We recognise, however, that some children can find this difficult so therefore we provide:

Small group work and/or individual sessions to help these children with their emotional and social development.

Scheduled meetings with parents/carers to closely monitor a child's development.

If a child is still requiring additional support, the SENDCo will contact parents/carers to seek permission for further support from external agencies or other professionals.

How does Buckfastleigh Primary School know if my child needs extra help?



Our high-quality teaching is adapted to ensure that the needs of all children are met within the class. Our teachers and school leaders regularly assess and monitor the children's learning to gain essential information on abilities, progress and attainment.

Where a child is not making expected progress and requires provision that is additional and different to that of their peers, support and interventions will be put in place.

A graduated approach will be taken in support your child's needs. This is outlined on the next page.

Buckfastleigh Primary School Graduated Approach

This is a flexible model of assessment and intervention in school to help all children through a plan, do, review cycle at every phase. The approach recognises that there is a continuum of SEND (from low to high need). Where necessary, increasing specialist expertise can be sought to address the difficulties that a child may be experiencing.

Plan, Do, Review Cycle at each Phase

Phase 1

High Quality Planning for All
Adaptation for All
Child Discussion
CPD, Supervision
Appraisal
Individual Reflection
Peer Support
Team Support
Key Stage Support
Subject Specialist Support
Observations / Feedback

Phase 2

SENDCo Consultation

Specialised CPD

Consultation with EP

Coaching

Phase 3

Learning Plan:
Highly Flexible
Personalised Response

Rigorous Monthly Feedback

Phase 4

Direct External Support

+ TeamAroundMe

Phase 5

Multi Agency Involvement

EHCP

SEND Support: When a class teacher identifies that a pupil is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

What should I do if I think my child has special educational needs?

Please talk to us. Firstly, speak with your child's class teacher as they will have been regularly assessing your child and monitoring their progress. The class teacher may decide to direct you to the Special Educational Needs and Disabilities Co-Ordinator (SENDCo), Pete Grafton, for an appointment.

At that appointment, the SENDCo will:

- Gather views and aspirations of your child.
- Listen to any concerns you have.
- Plan any additional support your child may need.
- Discuss any referrals to outside professionals that can support your child further.
- Consider starting a Learning Plan to monitor the progress of your child.

We can most successfully support children with SEND when parents/carers and schools working in close partnership together.



What support can Buckfastleigh Primary School offer to children with SEND?

- The class teacher initially adapts the learning for all children, and they maintain high expectations for children with SEND.
- Where necessary, more specific support related to the individual child's needs will be provide, either within the class environment, in small groups or on a one-to-one basis.
- The classroom and resources will be adapted to meet a child's needs. All children with SEND are included in school activities and adaptations will be made when necessary to ensure their participation and safety.
- The child's progress will be carefully monitored and any gaps in their learning will be identified and bridged accordingly, using the 'assess, plan, do, review, cyclical approach.
- In some cases, the school maybe support the advice and guidance of specialist services and the expertise of external agencies.



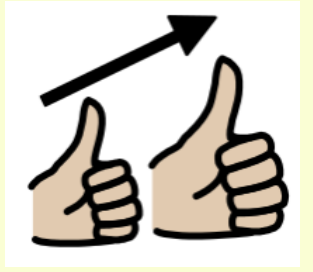
What may happen when an outside agency is involved?



- The outside agencies are called upon when the school has identified a need for specialist support. They are identified by the SENDCo in collaboration with the class teacher and support staff.
- Parents are likely to be asked to give consent for the school to make a referral to relevant outside agencies. This helps the school to further understand a child's particular need in more detail and the best ways in which to support the child effectively within the school.
- A member of an external, specialist agency may visit the school to work with the child, or they may provide advice and guidance directly to the class teacher or SENDCo. They will provide recommendations on ways to further support the child's needs and their education.

Please refer to [Buckfastleigh Primary School's Provision Puddle](#) for more information on the outside agencies available.

How does Buckfastleigh Primary School measure the progress of a child with SEND?



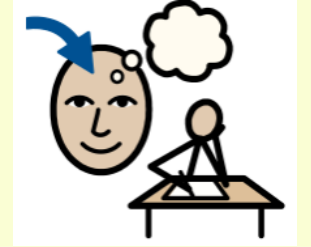
- Your child's progress will be continually monitored by the class teacher and this will be reviewed in collaboration with the SENDCo and Head Teacher every half term.
- If the child is on the SEND register, they will have a Learning Plan, in which outcomes are set half-termly and are subsequently reviewed and updated every 6 to 8 weeks.
- Academic progress is monitored on a specific assessment programme which shows their attainment in more detail.
- Where a child has an Education, Health and Care Plan (EHCP), an annual review takes place with all adults involved in the child's education.

How is a child with SEND funded for support?



- The school receives a sum of money to support children with SEND from Devon County Council as part of their annual budget.
- The Executive Head Teacher, Mrs Natasha Brooks, decides how to deploy this resource to meet the needs of children with SEND.
- The Executive Head Teacher and SENDCo co-ordinate and discuss all the information they have on SEND within the school, this includes what support is already in place, which children need additional support and which children are not making as much progress as expected. From this, the school allocates resources to best meet the needs of individual children.
- Children with an Educational, Health and Care Plan (EHCP) are also allocated additional funding from the Local Authority which is deployed in the same way as other funding from Devon County Council.

What training or specialist expertise to staff have?

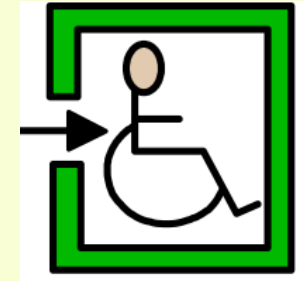


Teachers and support staff have been trained to provide a variety of targeted support for children with SEND.

All staff have access to an extensive program of continuous professional development and training opportunities. These are provided by external agency professionals and are implemented according to the needs of children.

Where a training need is identified and the expertise is not yet present, the school is committed to ensuring that the training gap is promptly addressed.

Accessibility to the school



As a school we recognise:

- Our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001)
- From September 2002, it will be unlawful for schools and Local Education Authorities (LEAs) to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

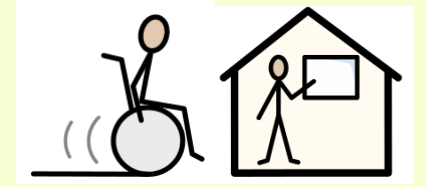
Schools and LEAs must:

- Not treat disabled pupils less favourably; and
- Make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- That LEAs and the school governing body have the duty to publish Accessibility Strategies and Plans.

The Head Teacher and SENDCo will always be open to discuss any special requirements a disabled child may need when coming to Buckfastleigh Primary School.

The school will work with parents/carers, and specialist support professionals to make arrangements to accommodate any child with a disability.

Transition to and from another school



Our school understand the need for good transition practice, and this is especially important for a child with SEND.

The school will ensure that:

Our SENDCo has had contact with the SENDCo from the previous school, or with the receiving school, to either gain or share a strong understanding of the child's needs and requirements.

We will provide 'taster sessions' so a child can visit the school, become familiar with the environment and meet key adults.

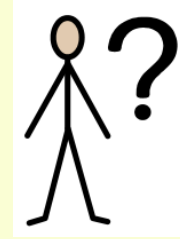
We will obtain or share a child's records to help all involved better understand the needs of the child.

In Year 6:

Our SENDCo and the Year 6 class teacher will discuss the specific needs of a child with SEND with the SENDCo of the receiving secondary school. In most cases, a meeting will take place between the two settings to further discuss the needs and requirements of the child.

Additional, enhanced transition arrangements can be made, with the possibility of a familiar adult accompanying the child to visits to the secondary school.

Who can I go to if I have any questions or for additional support?



Mr Pete Grafton

Special Educational Needs and
Disabilities Co-Ordinator



Mrs Natasha Brooks

Executive Head Teacher



Mrs Rhiannon Rosewell

Family Support Advisor

Making a Complaint



In the first instance, parents of pupils with SEND who wish to make a complaint about the SEND provision should follow the Westcountry Schools Trust Complaints Procedure, available on the Trust website.

If your complaint cannot be resolved regarding SEND provision at Buckfastleigh Primary School, 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.