SEND Information Report Mrs Ethelston's CofE Primary Academy

2026-2027 | Reviewed September 2026

	What we do at Mrs Ethelston's CofE Primary Academy
What kind of SEND do pupils at Mrs Ethelston's CofE Primary Academy have?	Mrs Ethelston's CofE Primary Academy is a mainstream setting with 194 pupils from Reception to Year 6. We provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being. 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 speech, language and communication needs, including autistic pupils and pupils with social communication differences. **Social, emotional and mental health difficulties.** At times children may experience anxiety, overwhelming feelings of anger or fear which affect their ability to learn. This area can include needs associated with ADHD and attachment difficulties. **Sensory and/or physical needs**. This covers Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD) We currently have 21 children on the SEND register with the following types of needs: 48% of **Cognition and Learning** 29% of **Communication and Interaction** 19% of **Social, Emotional and Mental Health Difficulties** 5% of **Sensory and/or Physical Needs**. Last academic year (2025 – 2026) we had 18 children on the SEND register with the following types of needs: 50% of **Cognition and Learning** 33% of **Communication and Interaction** 11% of **Social, Emotional and Mental Health Difficulties** 6% of **Sensory and/or Physical Needs**. Percentages are rounded and may not total 100%. If you want to know more about SEND at Mrs Ethelston's CofE Primary Academy, please contact our SENDCo, Miss Smith.

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:

Policies | First Federation



Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is ***additional to, or different from,*** that made generally for others of the same age. 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
- 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:

- Slow progress and low attainment do not necessarily mean that a pupil has SEN and do not automatically lead to a pupil being recorded as having SEN. However, they may indicate an underlying learning difficulty or disability that requires further assessment.
- 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
- Concerns raised by parent
- Concerns raised by teacher
- 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 commission first language assessments to ensure an accurate assessment of need is made.
- Extensive Liaison with external agencies e.g. Educational Psychology, Communication and Interaction Team
- Health diagnosis through Paediatrician or advice from GP
- Liaison with previous school or setting, if applicable

How does the school teach pupils with SEND?



We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom.

Provision for SEND pupils includes:

- High-quality and adaptive teaching, with appropriate adjustments made for pupils across the curriculum
- 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 adapted resources and interventions
- The SEND Lead and School Leaders make regular classroom visits to check pupils with SEND are making progress in their learning
- Reasonable adjustments are made so that pupils with SEND can participate fully in the wider life of the school, including PE, trips, clubs, performances and enrichment activities.

At Mrs Ethelston's CofE Primary Academy we have

- Language groups and Speech programmes using Language and Speech Link
- Pre and Post teaching
- Precision teaching
- Small group work
- 1:1 support
- Personal Learning Plans
- Individual Support Packs
- Relational Support Plans
- Co-regulation Plans
- Time to Talk Mentoring
- Structured play with play leaders during break times and lunch times

These are delivered by a variety of people including: class teachers, teaching assistants, Speech & Language staff.

How do we evaluate the effectiveness of provision for pupils with SEND? 	• Teachers are continually monitoring the progress and outcomes for all in their class as part of their ordinarily available provision and will adapt provision as required. • Progress of individual pupils with SEND and the impact of support given is completed at least termly through discussions with the pupil, parents and carers and adults working with the pupil. • Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted as required. • Progress of SEND is reported termly to the Board of Directors and our SEND information Report, posted on the Web site, is updated at least annually and when any significant changes are made to our provision.
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 • Provision Mapping • EHCP reviews • Observations and follow up parent meetings • Specialist support/assessments

How is the curriculum and the learning environment adapted for pupils with SEND? 	At Mrs Ethelston's CofE Primary Academy, we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. The curriculum/learning environment may be adapted by: ● Groupings that target specific levels of progress; ● Adaptive teaching approaches and appropriately adapted resources ● Appropriate choices of texts and topics to suit the learner ● Access arrangements for tests and or examinations ● Targeted use of additional adults as appropriate ● Sensory and movement breaks ● An extensive range of additional resources including: talking tins, wobble cushions, writing slopes, overlays, Widgit Online visuals, pencil grips, personal laptops, ear defenders and sensory resources. Further examples of how we adapt the learning environment can be found at https://www.firstfederation.org/send-and-medical-needs/.
What support is available for improving the social emotional and mental health of pupils with special educational needs? 	All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by: ● High quality PSHE lessons ● Alternative lunch time provision ● Mental health support via Time to talk ● Specialist support for individual pupils ● Mental Health Ambassadors ● A mentoring system ● Pupil Voice through the School Council ● Signposting to strategies ● Relational Support Plans/Co-Regulation Plans ● Signposting parents/carers to local support groups ● Social stories, comic strip conversations and now and next/problem solving support.
Who should I contact if I am worried or if I would like to talk to someone about SEND? 	Miss Smith holds the Special Educational Needs and Disabilities Co-ordinator role and qualification and works closely with teachers and the Head of school to meet the needs of all SEND pupils. Mrs Allington is the Head of School. Miss Smith can be contacted via the school office: 01297 442210 office@uplyme-mrsethelstons.devon.sch.uk Further contact details can be found on the Mrs Ethelston's CofE Primary Academy website.

	https://www.uplyme-mrsethelstons.devon.sch.uk/ The Director with responsibility for SEND is: **Kath Powell** 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. • The FFT SEND Lead and Inclusion Lead hold the National Award for Special Educational Needs Co-ordination (NASENCO) qualification. The SENDCo at Mrs Ethelston's has completed the National Professional Qualification for SENCO (NPQ for SENCO) programme and assessment. • The SENDCo/Inclusion Lead attends the half-termly FFT SEND Network days • The SENDCo regularly provides input at SEND specific staff meetings. • During the last academic year specific staff have undertaken individual training regarding Relational Support Training, Advanced Safer Handling Training and Metacognition Approach to Teaching and Learning. • When required, specialist expertise from external services such as Communication and Interaction (C and I), Speech and Language Therapy (SALT), Child and Adolescent Mental Health Services (CAMHS), Educational Psychology (EP), Mental Health Support Team (MHST) and other services is 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 support children with SEND 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 **Disabled pupils and accessibility** Mrs Ethelston's CofE Primary Academy follows the Trust admissions arrangements and does not discriminate against disabled pupils in admissions. Reasonable adjustments are made to prevent disabled pupils from being treated less favourably and to enable access to the curriculum, physical environment, information and wider school life.

	Facilities, equipment and specialist support are considered according to individual need and may be informed by advice from relevant professionals. The school Accessibility Plan sets out how access will be improved over time and is available on the school SEND page: https://www.uplyme-mrsethelstons.devon.sch.uk/page/?pid=50&title=SEND
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What arrangements are made for involving and consulting parents of children with SEND? 	• Contacting/ meeting the class teacher in the first instance • Contacting our Special Educational Needs Co-ordinator directly by Telephone: 01297 442210 or email: office@uplyme-mrsethelstons.devon.sch.uk • 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 • Devon SEND Local Offer: https://www.devon.gov.uk/education-and-families/send-local-offer/ • Dorset SEND Local Offer: https://www.dorsetcouncil.gov.uk/local-offer • Devon Information Advice and Support (DiAS): https://www.devonias.org.uk/ • Dorset SENDIASS: https://www.dorsetsendiass.co.uk/

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: ● Head of School ● Assistant Head of School ● SENDCo ● Mental Health Ambassadors ● Class teacher ● School council ● Ethos committee ● Eco committee ● House captains ● Other student leaders ● Involvement with DiAS, where appropriate
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**:** When moving class the current and new teachers will meet to discuss the children coming into the class. This will include sharing Personal Learning Plans, successful strategies, barriers to learning and next steps. When moving schools, the SENDCo will contact the new school's SENDCo to share SEND information prior to the move. Once the child has moved, your child's SEND file will be sent to the school. When moving to secondary education, meetings will be held during the Summer Term to discuss all children with SEND. All children attend changeover days at some point during the Summer Term. The secondary school may wish to meet your child prior to transition, in this instance, you will be informed and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases. Parents/carers of children with more complex needs may require earlier transitional preparation. The school's SEND Lead will support them in this process.

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 and/or the SENDCo. The First Federation has a complaints procedure, which can be found on the website: https://www.firstfederation.org/complaints-2/ If there continues to be disagreement about SEND provision, parents/carers can seek independent advice and may use disagreement resolution or mediation where appropriate. The SEND Tribunal hears appeals about specified Local Authority decisions relating to EHC needs assessments and EHC plans. In most cases, parents/carers must consider mediation before making an appeal. **Parents and carers can access further independent information, advice and support from Devon Information Advice and Support (DiAS):** https://www.devonias.org.uk/