

DEVONSHIRE PRIMARY ACADEMY

SEND INFORMATION REPORT 2025-26



THE KINDS OF SPECIAL NEEDS FOR WHICH PROVISION IS MADE

Our school is inclusive and welcomes all children irrespective of any special needs or disabilities. Our staff are fully committed to providing the best learning experiences to all of our children. Children may have special needs in one or more of the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory or Physical



SUPPORTING DIFFERENT TYPES OF SEND

Cognition and Learning – when a child learns at a slower pace than their peer group and may need additional support with understanding the curriculum, organising their thinking and developing memory skills.

Communication and Interaction – when a child has difficulties with speech, language and communication skills. They may struggle with interactions with others and may require additional support.

Social, Emotional and Mental Health – when a child has difficulties with managing their relationships with others, difficulties with regulating emotions and behaviours, they may have an underlying mental health condition that requires specialist support.

Sensory or Physical – some children have hearing or sight impairments or other physical needs which require additional support or equipment.



HOW DO WE IDENTIFY A CHILD WITH SEND AND HOW DO WE ASSESS THEIR NEEDS?

- Teacher observation
- Pupil Progress meetings
- Discussions with professionals
- Discussions with parents and child
- Multi-agency meetings with other professional, parents and everyone involved
- Tests, assessments and setting targets
- Referrals to external services
- Transition
- Continuous assessment
- 'Assess, Plan, Do, Review' cycles
- Monitoring of outcomes
- Transition meetings, home visits and non-routine admission meetings

HOW DO WE INCLUDE THE CHILD IN THEIR EDUCATION?

- Self-assessment
- Child contributes to a one-page profile of strengths and needs
- Child centred Annual Reviews for children with EHC Plans
- Learners with SEND are included in the School Council

WHAT IS OUR APPROACH TO TEACHING PUPILS WITH SEND?

- Devonshire Primary Academy welcomes all pupils
- All staff have high expectations for all children
- High quality and adaptive teaching ensures the needs of all learners are met
- We strive to create an inclusive and rich learning environment which recognises the achievement of all pupils and enables them to reach their full potential
- We set suitable learning challenges, through a differentiated curriculum to meet the needs of all learners.



EXPERTISE AND TRAINING OF STAFF

Attachment in the classroom	Team Teach Positive Handling	Autism Champion
Hanen Speech and Language Training	Mental Health First Aid	ELKLAN speech and language training
Phonics Training	"Early Help" training	First Aid
Dyslexia Training	Communication Champion	Safeguarding Training
Colourful Semantics	Social Communication, Understanding and Autism	Trauma Informed Approach
Welcomm	AET Making Sense of Autism	Thinking Matters

THE TRANSITION PROCESS/ARRANGEMENTS THAT SCHOOL MAKES FOR CHILDREN ENTERING AND LEAVING THE SCHOOL

- Parents/Carers of Preschool and Reception children are invited to visit school for an Induction Meeting. The SENDCO is available at this first meeting.
- School have arranged a "School Ready" session for new families to discuss the skills needed as children start reception.
- Pre-school children have a home visit by the staff. If a child has SEND, the SENDCO/Assistant SENDCO will attend the visit to gather information about the child.
- Prior to starting in Reception, parents and their child attend the school for an admission meeting on a 1:1 basis so the child can explore the setting.
- The school receive Early Years records and information from other nursery settings.
- The SENDCO attends any transition reviews with nursery settings.
- Non-Routine Admissions to the school happen throughout the school year. Parents are invited for an Admission Meeting where information will be gathered and shared.
- If a child has additional special needs provision, the previous school will be contacted for further information.
- A transition review meeting will be arranged if appropriate. Records will be requested and shared with appropriate staff.
- Our local secondary schools arrange to see their pupils before transfer to Year 7 and children visit their new high school.
- A child may be offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new high school. Our pastoral team of learning mentors can support these additional visits.
- Transition review meetings may be held with the high school to share information. This enables parents to meet the SENDCO for the high school and establish that key contact. This helps to ensure that the child's transfer to secondary education is as smooth and problem free as possible.

HOW THE SCHOOL ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND

- High quality adaptive teaching is key
- Every teacher is a teacher of children with SEND
- Differentiated curriculum
- Awareness of learning needs
- Intervention groups
- Liaison with external services such as Advisory Teachers, Educational Psychologists, Occupational Therapists etc
- Specialist equipment such as writing slopes
- Fully accessible building and site
- Resources and equipment for support
- The school is a modern building built for accessibility with wide corridors and doorways for access

I love all the help I get at school.

HOW WE ASSESS AND REVIEW THE PROGRESS OF PUPILS WITH SEND

- Hold review meetings for those with EHC plans and SEND support
- Review of interventions with teachers, pupils, support staff etc.
- Classroom observations
- Pupil progress meetings
- Children are involved in reviewing their own progress



HOW WE EVALUATE THE EFFECTIVENESS OF OUR PROVISION FOR PUPILS WITH SEND

- Discussions with parents, teacher, teaching assistants, SENDCO/Assistant SENDCO etc.
- Tracking of pupil progress against targets
- Comparisons with national data
- Pupil progress meetings
- Good parental engagement
- Monitoring of targeted interventions

HOW WE RESOLVE CONFLICT ENSURING A CHILD WITH SEND CAN TELL US THEIR WORRIES

We support and co-produce the resolution of conflicts with child(ren); all incidents are fully investigated by staff and recorded on CPOMs. We:

- Teach children that it is right to tell a member of staff if they feel they are in conflict with peers or if they are being bullied
- Ensure children have access to familiar staff, worry boxes etc.
- Involve parents and carers of all children in resolving conflicts
- May involve Police and other agencies to support positive resolutions
- May consider and action periods of exclusions for repeat perpetrators
- Believe that victims also require support to understand and modify their behaviours and choices
- Support may be offered through our Engagement Team or other professionals

ACTIVITIES AVAILABLE FOR PUPILS WITH SEND

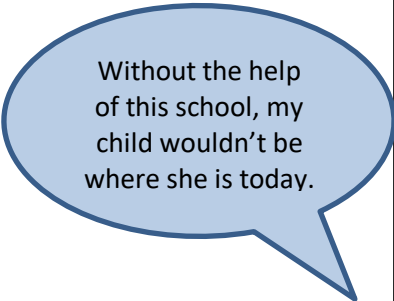
A wide range of extra-curricular clubs are offered to all children, including those with SEND. School makes the necessary arrangements to ensure all children can access clubs offered.

If a child needs additional support to support them in attending a club, then this is put in place as far as is reasonably practicable.

HOW WE INVOLVE PARENTS AND CARERS OF CHILDREN WITH SEND IN THEIR CHILD'S EDUCATION

We encourage parents to be involved in their child's education at every stage. We consult and communicate with parents formally and informally by:

- Open door policy
- Home visits for Preschool starters
- Stay and play sessions and induction visits
- Daily contact with teaching staff at end of day
- Class Dojo and Parentapp
- Telephone and letter contact
- Meetings
- Multi-agency transition meetings for children with SEND from Early Years settings
- Questionnaires
- Parents Consultation Evenings
- Parent view
- Informal events – coffee mornings
- Class assemblies



Without the help of this school, my child wouldn't be where she is today.

HOW THE GOVERNING BODY INVOLVES OTHER BODIES, INCLUDING HEALTH, SOCIAL CARE, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF CHILDREN WITH SEND

We engage and consult with many professionals outside the school environment. These services support us in meeting the needs of our children. Services can include, but are not limited to, the following:

- School nursing service and health visitors
- Advisory teachers
- Children's well-being practitioners
- CAMHS and Primary Mental Health Workers (a monthly drop in for parents takes place at school)
- Trust Support Services
- Education Psychology service
- Resilience Coaches

ANY ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SEND CONCERNING THE PROVISION MADE AT THE SCHOOL

We believe that complaints should be dealt with quickly and efficiently and refer parents to the SEND Complaints Procedure on the school website.

- In the first instance please speak with the class teacher who may be able to resolve your issues.
- If this does not resolve the issue, please speak with the SENDCO.
- If there is still no satisfactory resolution, please speak with the Headteacher.

In the unlikely event that the matter remains unresolved please put your complaint in writing to the chair of the governors, following the complaints procedure on the school website.

- Our SENDCO is Mrs D Nixon.
- Our Assistant SENDCO is Mrs J McNab.

Both can be contacted on 01253 478271 or by email at admin@devonshire.svt.org.uk

- Our SEND governor is Mrs V Heaney.

She can be contacted using the contact details above.

The Blackpool Local Offer is available through the following link:

<https://www.fyidirectory.co.uk/blackpool-local-offer>

Parents can seek support and advice from Blackpool SENDIASS Telephone 01253 477083 or at:

<https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx>