


SEND Information Report Brixington Primary School

September 2024 – July 2025 (published Sept 2025)

	What we do at Brixington School
<p>What kind of SEND do pupils at Brixington School have?</p> 	<p>Brixington is a mainstream setting with 339 pupils from Nursery/Reception to Year 6. We also have an SEMH Resource Base for up to ten pupils. Places in the Resource Base are allocated by the Devon 0-25 Team.</p> <p>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.</p> <p>The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"><input type="checkbox"/> 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.<input type="checkbox"/> Communication and Interaction. Children with Autistic Spectrum Disorder (ASD) including Asperger's and ADHD or speech difficulties.<input type="checkbox"/> 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.<input type="checkbox"/> Sensory and/or physical needs. This covers Hearing Impairment (HI) Visual Impairment (VI) Multi- Sensory Impairment (MSI) and Physical difficulties (PD) <p>We currently have 75 children on the SEND register with the following types of needs: 8% of Cognition and Learning 46.6% of Communication and Interaction 37.3% of Social, Emotional and Mental Health Difficulties 8% of Sensory and/or Physical Needs.</p> <p>Last academic year (2024 – 2025) we had 71 on the SEND register with the following types of needs: 32% of Cognition and Learning 45% of Communication and Interaction 17% of Social, Emotional and Mental Health Difficulties 6% of Sensory and/or Physical Needs.</p> <p>If you want to know more about SEND at Brixington School Please contact the SENCo, Mrs Vanderford.</p>

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:

[SEND and Medical Needs | First Federation](#)



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
- 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
- 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:

- Access to Quality First Teaching (QFT)
- Access to high quality resources, opportunities and support through Ordinarily Available Provision (OAP)
- Reasonable adjustments made when required
- Adaptive teaching, resources and interventions to meet children's needs
- Extra adult support in classrooms where appropriate
- Inclusive approaches are used across the school to enable all children to reach their full potential
- The SENDCo and School Leaders make regular classroom visits to check pupils with SEND are making progress in their learning

At Brixington School we have:

- Language groups using Language link,
- Pre and post teaching
- Boxall profile
- Precision Teaching
- Funfit and High 5
- Mentoring
- Small group social skills and emotional development support
- Life skills
- Cued speech
- Play leaders
- Small group and individual physiotherapy

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 universal 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 (PLPs)
- 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 Brixington, 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;
- Differentiated resources and teaching styles
- 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, spell checkers, sound field systems, ear defenders, overlays, use of coloured papers, move and sit cushions, writing slopes, pencil grips, weighted blankets, widgit online visuals, social stories, use of relational support plans and co-regulation plans, zones of regulation, touch type.

Our Accessibility Plan also provides further examples and can be found here:

[SEND and Medical Needs | First Federation](#)

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
- Tailored support for individual pupils using materials including Boxall and ELSA
- Pupil Voice through pupil interviews and via school council
- Relational Support plans and behaviour Co-Regulation Plans
- Signposting
- Signposting to local support groups
- Social stories, comic strip conversations and choice charts

Who should I contact if I am worried or if I would like to talk to someone about SEND?



Mrs Vanderford 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.

Mrs Vanderford can be contacted by telephoning the school directly:

tel: 01395 266997

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.
- The FFT SEND lead holds the National Award for Special Educational Needs (NASENCO) qualification.
- The SENDCo 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 Speech and Language, Neurodiversity awareness, Language link, Attachment Based Mentoring, use of visuals and Widgit.
- 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) 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 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

The Accessibility Plans for the First Federation schools can be found [SEND and Medical Needs | First Federation](#)

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: 01395 266997 or email: admin@brixington.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 Meeting with SENDCo present as required
- Early Help Parent Partnership – Devon SEND offer <https://www.devon.gov.uk/education-and-families/send-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:

- Class teacher
- SENDCO
- Family Support Worker
- Other student leaders
- Family Group Captains
- Involvement with DIAS

<p>How does the school ensure the continuity of support when children progress to the next phase of their education?</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 • Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition') • 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
<p>What arrangements are in place relating to the treatment of complaints about SEND provision?</p>	<p>If you have concerns about your child's SEND provision, you should initially raise these with the class teacher and/or the Unit Leader/SENCo</p> <p>The First Federation has a complaints procedure, which can be found on the website. https://www.firstfederation.org/complaints-2/</p> <p>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.</p> <p>Parents and Carers can access further information, support and guidance from Devon Information Advice and Support for SEND https://www.devonias.org.uk/</p>