



Pinhoe C of E Primary School

SEND Information Report September 2026

This information explains our school offer for children with Special Educational Needs and Disabilities (SEND).

Pinhoe Primary School is a mainstream Church of England primary school. We are part of the Cedar Tree Federation, along with Woodbury C of E Primary School. Our vision is to help all members of our community 'Live Life to the Full' and we strive to create an inclusive culture in which all children are valued, and every child is encouraged to achieve to the very best of their potential.

We value high-quality teaching and learning for all our pupils and strive to create a learning environment which is flexible enough to meet the needs of all learners and ensures that the child is valued and at the centre of all we do. We monitor the progress of all learners and regularly review the effectiveness of our provision to ensure that any additional needs are identified at the earliest opportunity and supported effectively and appropriately.

We have a clear policy regarding the support of children with Special Educational Needs and Disabilities (SEND). Please see our website for further details

<https://www.pinhoecofepriamaryschool.co.uk/>

The kinds of Special Educational Needs for which provision is made at Pinhoe Primary School	Pinhoe Primary School regards pupils as having a Special Educational Need or Disability (SEND) if they: a) Have a significantly greater difficulty in learning than the majority of others of the same age, or b) Have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools At Pinhoe Primary School, we recognise the 4 areas of Special Educational Needs as laid out in the SEND Code of Practice 2014. These are: 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical needs
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	Some pupils may have needs in more than one area. If a learner is identified as having SEND, we will provide support that is '<i>additional to or different from</i>' the normal differentiated curriculum, with the aim of overcoming any barriers to their learning. At Pinhoe C of E Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning (both academically and socially or emotionally), we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires additional educational provision will be identified as having SEND.
How does the school identify pupils with SEND?	At Pinhoe Primary School, we aim to identify pupils with SEND as early and as thoroughly as possible, to ensure we can put appropriate support in place quickly. We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following: • Liaison with previous settings • A child performing below age expectations for a sustained period of time – this could be academically or in social emotional development • Ongoing tracking of attainment over the year. • Assessments of children on entry to school e.g. Speech and Language Link, Baseline assessments. • Consultations between class teachers and members of the leadership team • Discussion amongst the senior leadership team at regular Barriers to Learning meetings. • Concerns raised by a parent or carer • Concerns raised by class teacher • Concerns raised by children themselves. • Liaison with external agencies e.g. speech and language therapists, paediatricians, educational psychologist etc Once a special educational need has been identified, the child will be placed on the SEND register. Parents will always be involved in a discussion around this. By placing a child onto the SEND register, we are able to ensure they are closely monitored and receive the most appropriate level of support.
What should I do if I think my child may	Please talk to us. The first point of call is your child's class teacher as they will be regularly monitoring and assessing their progress. They will be able to listen to your concerns and talk to you about

have special educational needs?	how your child is doing in school and share any concerns they may have. The class teacher may then complete a Cause for Concern document and will carefully consider what additional support can be put in place in the classroom for your child. The class teacher may decide to direct you to the Special Educational Needs Co-ordinator to discuss your concerns further. You can contact our Inclusion Lead and SENDCo, Scarlett Peacock via the school office, 01392 467984.
How does the school approach teaching pupils with SEND?	We have children with a wide range of needs across all areas. 23% of our pupils are on the SEND register (September 2026). All pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment or level of need, and deliver carefully planned lessons to address potential areas of difficulty and to remove any barriers to learning. All children receive support and differentiation in class as part of the teacher's quality first teaching. This may include: ● Adapted teaching and learning to meet the needs of all children ● Delivering an exciting and varied curriculum, presented in a variety of multi-sensory ways ● Flexible groupings ● Providing challenge and support at the levels appropriate for each child ● Providing extra adult support in the classroom where appropriate ● Time-limited, targeted interventions ● Adapting resources where needed ● Adapting our use of language and supporting language visually. ● Visual resources to support and scaffold learning e.g. writing frames, key words, sentence starters etc ● Positive praise and reward ● Sensory/brain breaks when needed ● Using alternative methods to support recording such as laptops, ipads, speech to text, video. Children with SEND may need further targeted or specialist support and intervention. They may be taken out for specific, personalised intervention throughout the week, either 1:1 or in a small group. This will be delivered by either a teaching assistant or the teacher. The additional support that a child receives will be recorded on an Individual or an EHCP provision map (IPM). This is written each term by the class teacher and sets out the targets that the child will be working on and the strategies and provision that is in place to help them achieve their targets. Teachers will meet with parents and children, to ensure their voice is reflected in the plan, each term.

	Some children may require a highly personalised curriculum which is planned, often with outside agency support, to meet their more complex needs. This is usually supported through an Education, Health and Care Plan (EHCP).
How does the school decide about the type and how much support my child will receive?	We ensure that all students with SEND have their needs met to the best of the school's ability, within the resources and budget available. This approach reflects the fact that different students require different levels of support in order to make progress and have success in their learning. The SENDCo consults with the senior leadership team, as well as with class teachers, to discuss the pupils' needs and what support would be appropriate. Support can look different for each child and might include classroom strategies, targeted intervention, adapted or physical resources or allocation of additional adult support. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning to ensure the best possible support is being provided for each individual learner.
How do we assess and review pupils' progress?	The class teacher and SENDCo are both responsible for closely monitoring the progress of all children on the SEND register. We follow the Assess–Plan–Do–Review cycle to ensure we have clearly identified and assessed needs, set clear outcomes, have clear support and provision in place to achieve these outcomes and review progress towards the outcomes at least termly. We also: ● Record provision on Individual Provision Maps ● Have regular meetings with parents to discuss progress, this may be through formal parents' evenings or regular Team around the Family (TAF) meetings ● Provide parents with an annual report ● Hold Annual Reviews for children with an EHCP. ● Carry out observations in the classroom ● Regularly liaise with outside agencies ● Collect the pupil's views on how things are going We pride ourselves on building good relationships with the parents of our pupils and therefore encourage you to arrange an appointment with your child's class teacher to discuss their progress if you have any concerns.
How is the curriculum and learning environment adapted for pupils with SEND?	Our teachers have high expectations for all children in their class, including those with SEND. We ensure the curriculum and learning environment meets the needs of all pupils in a number of different ways including:

	● Carefully planned teaching for children with SEND that is based on what they already know, can do and understand and is designed to extend and consolidate their knowledge and understanding. ● Using differentiated resources and tasks, along with a variety of teaching styles, to engage all children and ensure a variety of needs are met. ● Using an extensive range of additional resources including writing slopes, visual timetables, coloured overlays, visual supports, wobble cushions, calm/quiet spaces, fiddle toys, key word mats, phonic sounds. ● Ensuring additional adult support is available where needed. ● Creating calm, distraction free environments for our children to learn in, ensuring the classroom displays are useful and relevant and can support the children's learning. ● Carefully considering seating positions, lighting and noise levels to ensure all children are able to learn effectively. ● Seeking external advice and support where more specialist adaptations are required.
How will my child be involved in their learning and decision making?	Pupils' views are highly valued at Pinhoe Primary School and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupils' views including: ● Discussion between them and the class teacher/ SENDCo and actively involving children in setting their targets, where appropriate ● Pupil Voice questionnaires ● Gathering pupil voice at the end of an intervention programme ● School Council meetings ● Annual Reviews
How do we consult and involve parents in SEND provision?	Parents' are consulted and involved in any planned SEND support for a child. We do this through: ● Meetings and discussions with the class teacher or SENDCo ● parents' evenings ● Whole school parent surveys ● Annual Reviews ● Facilitating meetings between parents and external agencies.
Specialist training and expertise in SEND	All staff at Pinhoe Primary School are trained to identify when there are barriers to learning and to respond appropriately. Our teachers and teaching assistants have a wide range of qualifications, training and experience of working with children with

	a varied range of needs. Our SENDCo holds the National SENDCo Award. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students. At Pinhoe Primary School we have an Inclusion Team made up of highly skilled teaching assistants, led by the SENDCo. This team consists of: • Highly skilled teaching assistants who support children in class. • A highly skilled teaching assistant who support children experiencing significant social and emotional difficulties • A Higher Level Teaching Assistant (HLTA) • A full time family support worker The Inclusion team provides both targeted and specialist support for a significant number of children across our school, including those with EHCPs. Pinhoe Primary School also works closely with a range of external agencies and specialists including: • Educational Psychologist • Speech and Language Therapist • Visual/Hearing Impairment Advisory Teacher • Social, Emotional and Mental Health Advisory Teacher • CAMHS • Communication and Interaction Team • Dyslexia Advisory teacher • Occupational and Physio Therapists • School Nursing Team • GPs and paediatricians • Children's Centre • Social Care • Devon SEND team • Devon Inclusion Team
What support is available for the overall wellbeing of children with SEND?	All staff are aware of the importance of supporting children's emotional health and wellbeing. We hold training and regular reminder sessions about key strategies, including 'Thrive' techniques, that staff can use with all children to support them emotionally. Pupils are also supported to look after their emotional and mental wellbeing through: • Mental Health Champions across the school. • Relationships with familiar, trusted adults

	• High quality PSHE lessons using Jigsaw • Use of emotional scaling • Personal worry books or Proud books where relevant We also recognise that sometimes children will need a little more support with their emotional and mental wellbeing. We have a highly skilled teaching assistant who delivers some of our Social, Emotional and Mental health interventions, either 1:1 or as small groups. These interventions may focus on social skills, managing feelings and emotions, worry and anxiety, loss and change or friendships. We use an online tool called the Boxall Profile to carry out an assessment of the children's needs and identify the areas where they would benefit most from support. We also use other assessment tools to help us plan and monitor the effectiveness of interventions. Some children may receive specific social or emotional intervention as part of their class provision with the class teacher or a teaching assistant. Children who struggle with social situations can be supported during lunchtimes and break times, where they are supported by key adults to manage unstructured social time. We also have a family support worker who can support families or individual children, directing them to further support that can be accessed outside of school.
How will my child be included in activities outside the school classroom including school trips?	All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We are committed to making reasonable adjustments to ensure participation for all, and will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from other professionals, where relevant. All staff at Pinhoe Primary School are clear with regard to their duties in line with the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' Our Accessibility Plan contains further detailed information and can be found on the school website.
Admission and transfer and arrangements for children with SEND	We acknowledge that transition time can be challenging for all pupils and we are committed to ensuring that transition for all is a positive experience. This can be transition into the school, into a

	new class in school, having a new teacher, or moving on to another school. We work closely with local nurseries and parents at home to ensure smooth transitions into our foundation class. We ensure the foundation teacher and/or SENDCo meets with the leader/SENDCo of the early years setting to discuss any additional needs and how these can best be supported. Transition to secondary schools will be discussed in the autumn term of Year 6, to ensure time for planning and preparation. For children in Year 6 with EHCPs, the SENDCo will support parents to ensure they find the right setting to meet the needs of their child. Where it is felt it would be of benefit to the pupils, extra transition visits will be arranged so pupils can familiarise themselves with their new educational setting alongside transition groups and support within the school. The SENDCo from Pinhoe Primary School will be an integral part of the transition process, communicating and receiving information related to the SEND support and other needs of the pupil in detail to, and from, the SENDCo of the feeder or receiving school. We also carefully plan the transitions from class to class within school, ensuring that teachers pass on all the relevant information and the new class teacher is fully aware of any additional needs and provision needed for individual children. We also ensure that relationships are built between the new class teacher and pupils before any changes are made so that a child can settle quickly into their new class.
Who can I contact about SEND at Pinhoe Primary School?	Inclusion Lead and SENDCo: Scarlett Peacock Head Teacher: Jen Metcalf SEND Governor: Sue Gill
Who to contact for further information or advice?	Please speak to your child's class teacher in the first instance. You are able to contact the school SENDCo on 01392 467984 You may also wish to visit the following websites: Devon Information Advice and Support for parents with children with a SEND can be contacted at: www.devonias.org.uk For information on services provided by the local authority, please see the Local Offer at https://new.devon.gov.uk/send
How do we deal with complaints?	In the first instance, please speak with your class teacher, you can also contact the SENDCo or Head Teacher

	Our complaints procedure is available of our website https://www.pinhoecofeprimaryschool.co.uk/policies/
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