SEND Information Report 2026-27 Bickleigh -on-Exe

Parent/carer questions	*Key information*	*Links to SEND Code of Practice (2015)*
School Policy and procedure		
What kinds of SEND do pupils in the school have?	• Bickleigh-on-Exe is a mainstream primary school with children taught in mixed age classes. • The school caters for a range of SEND needs; including SEMH, Cognition and Learning, Communication and Interaction and Physical/ Sensory difficulties • Ofsted Jun 2026 notes: 'Leaders have established an inclusive culture across the school. They have focused on adapting and adjusting pupils' learning and experience of school so that barriers to learning or wellbeing are addressed. This is particularly effective for pupils' social, emotional and pastoral needs'	**The kinds of special educational needs for which provision is made at school**
How do you know if a pupil needs extra help?	• Teachers track pupil progress each term by completing a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to Unit leaders and the SENDCo (Mrs P Roberts). • In discussion with the Class teacher the SENDCo and other staff may use a range of assessments/ screening tools to identify areas of need. These may include: Dyslexia screening tool, Sandwell Maths assessments, WIATT assessments, Boxall assessments, • Children are considered to have a SEND if they have been identified as working below ARE and/or children have a need in one or more of the following areas which affects their learning- Speech, Language and Communication/Sensory/Physical /Social, Emotional and Mental Health.	**Information about the school's policies for identification and assessment of pupils with special educational needs**
Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	We have a graduated response to meeting pupils' needs; starting with universal provision for all. Quality first teaching is used to ensure all pupils receive the support they need, which involves high quality, inclusive teaching for all pupils. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater	**The school's approach to teaching pupils with SEND**

SEND Information Report 2026-27 Bickleigh -on-Exe

	inclusion of pupils with SEND needs, and working to narrow the attainment gap. At Bickleigh-on-Exe we have used the Devon Expectations for Inclusive Provision document to develop our universal provision. Targeted provision is used for pupils who need extra support Individualised programmes of support and intervention and also provided when needed.	
How will the curriculum be matched to my child's needs? **Is there any additional support available to help children with SEND?**	If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we may use the Devon Graduated Response Tool to document initial concerns and start to pinpoint areas of need. Whenever concerns are raised, teachers and/or SENDCo will always work collaboratively with parents/carers. A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have needs which: - a significantly greater difficulty in learning than the majority of others of the same age, and/or: - prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing. Resources are allocated throughout school according to the individual need of children. The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team.	**How adaptations are made to the curriculum and learning environment**
How will the school know how well my child is doing?	All children with SEND have a School Based Plan (SBP) which details the provision they are receiving in school, and their current targets for progress. These are agreed and reviewed termly in consultation with parents.	**Arrangements for assessing and reviewing pupil's progress towards outcomes**

SEND Information Report 2026-27 Bickleigh -on-Exe

	Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies.	
How will I know my child is making progress? How do you check on this?	All children's progress is monitored through the year by class teachers. This is both formative daily assessments, linked to learning activities and used to plan next steps, and summative assessment tests. For children with SEND, there may be other assessments which link to targets on their SBPs, which are evaluated at the end of a 10-week intervention cycle. SBP targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. SBP reviews are sent home for parents information termly and these targets are constantly reflected upon in school.	**How the effectiveness of provision is evaluated**
How will my child be included in activities outside the classroom, including school trips?	All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support.	**How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND**
How will you support my child's overall well-being?	All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff. School has a Designated Safeguarding Lead (Mr S Bosley) and Deputy Safeguarding Lead (Mr W Young) as well as safe guarding officers. School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a successful time at school. /nformation about administration of medicines can be found on the Ventrus website at: First-Aid-and-Administration-of-Medicines-Policy-June-2018.pdf (ventrus.org.uk) Pupil voice of children with SEND is sought termly as part of their target setting.	**Support for improving emotional and social development**

SEND Information Report 2026-27 Bickleigh -on-Exe

Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	• The school shares progress information with parents/carers by holding termly parent meetings, reviewing SBPs, Annual Reviews of EHCPs and in some cases Team Around the Family meetings and end of year reporting • There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved if and when appropriate. • There are other opportunities for involvement and consultation with parents. For example, Open days, meet the teacher sessions, parent forums, parent/child activities etc • The school explains how learning is planned and how this can be supported outside of the school by sharing curriculum overviews/Tapestry/parent newsletters.	**Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education**
How will my child be able to share their views?	• The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews • Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.	**Arrangements for consulting with children with SEND and involving them in their education**
How will you support my child when he/she joins your school or moves class or transfers to a new school?	We recognise the importance of ensuring a high quality transition regardless of the stage. Pre-School to school • Stay and play sessions • Staff communication with Pre-school • TAF (Team Around the Family) meetings In-school transfers • Move up days in school	**Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

SEND Information Report 2026-27 Bickleigh -on-Exe

	• Staff handover meetings • Enhanced transitions to further support children (Extra time in class, photo packs etc) Secondary Transfers • Induction days • Staff communication with the secondary school • Transition information/passports • Enhanced transition days	
Staff skills and wider support		
What skills do the staff have to meet my child's needs? **What specialist services are available at or accessed by the school?**	***CPD for staff*** Staff meetings Twilight sessions TA training sessions – in house/outside agencies Outside agencies such as school nurse Professional dialogues including Professional Consultations with Educational Psychologist Teacher training sessions – inhouse/outside agencies Online training **Transitions** Transition meetings with pre-schools Transition meetings with parents Transition meetings with outside agencies Attendance at TAF meetings Sharing of documentation between home, pre-schools and school Taster days Phrased entry to school Liaising with 0-25 SEND Team s***pecialist staff in school?*** Thrive/Boxall trained practitioners Attachment Based Mentoring	**The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured** **How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families**

SEND Information Report 2026-27 Bickleigh -on-Exe

	TA's trained from the Speech and Language team DELP Funfit and High 5 trained staff Bereavement trained staff ***External support services*** Educational Psychologist (independent and Devon) Devon Inclusion Partner Speech and Language Therapists Occupational Therapists Children and Adult's Mental Health Service (CAMHS) Family Support Workers School nurse Bladder & Bowel Children Centre Physiotherapists Early Years Consultants Nursery Plus Early Years Complex Needs Service (formerly Portage) Bereavement support (Balloons) ***Professionals and organisations that provide support to pupils*** School Nurse YSmart Speech and Language Therapists Occupational Therapists Physiotherapists ***Have any staff members undertaken specialist training to support specific roles?*** Attachment Based Mentoring Boxall ACE's Lego therapy Speech and Language training	

SEND Information Report 2026-27 Bickleigh -on-Exe

What happens if my child needs specialist equipment? **How accessible is the school and how does it arrange the facilities children need?**	If specialist equipment is needed then the school will liaise with outside agencies such as the Occupational Therapists to ensure that the right equipment is provided to school. Site is fully accessible, there are lifts in place where stairs are an obstacle. A disabled parking bay and accessible toilets	**How equipment and facilities to support children with SEND will be secured**
How will my child manage tests and exams?	***Access arrangements for examinations*** Additional time Scribes Movement breaks ***How are decisions about support made and how are families involved in this process?*** Discussions to be had with parents, class teacher and SENDCo regarding support in place and actions moving forwards	**Information regarding access arrangements**