

ST ANDREW'S C OF E ACADEMY SEND INFORMATION REPORT (LOCAL OFFER)

Reviewed	Summer 2026
Next Review Date	Summer 2027
Approved by	**Full Board**

FLOURISHING FUTURES
Empower, Excel, Together

learning academy partnership

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Name of Education Provider	St Andrews C of E Academy

Accessibility and Language Support

If you require this policy in an alternative format or language, please contact the Academy Office. We are committed to ensuring that all colleagues have access to our policies and can fully understand and engage with them and will work with you to provide the necessary support and resources.

1. What special education provision is available at our setting?

What do we do here to meet your needs?
At St Andrews C of E Academy, all teachers are accountable for the progress and development of **all** children in their class, including those identified with Special Educational Needs & Disabilities (SEND). All staff track those at risk of underachievement or slow progress so that rapid appropriate intervention can be put in place.

Additional structured and tailored intervention is provided by trained members of staff in addition to high quality teaching. Specialist teaching assistants, within the Academy, deliver interventions to accelerate progress in targeted areas of need.

Such interventions may include:

- Staff previously trained in the delivery of Thrive
- Designated TAs with responsibility for the delivery of Speech and Language Therapy (SALT) targets which are set by specialist Speech and Language Therapists linked to the Academy as well as those mapped out from Speech Link
- Designated staff deliver social skill support groups
- Specialised interventions, devised to suit individual needs
- Access to a range of agencies and support services, when required, such as:
  MAST E.P, Family Worker & Therapeutic Worker
  - Speech & Language Therapists
  - Early Years Advisory Support
  - Deaf and Hearing Impairment
  - Sensory Impairment
  - Visual Impairment
  - ICT & Physical Needs
  - CAMHS – Child & Adolescent Mental Health Service
  - Communication and Interaction Team
  - Social, Emotional & Mental Health Needs
  - Education Inclusion team.

Furthermore, members of staff may receive additional training to enable them to support specific pupils with additional needs, for example, PECS training to support children with communication needs.

2. What criteria must be satisfied before children and young people can access this provision/service?

What sort of needs would you have for us to be able to help you?
We are an inclusive academy and consider placements for any child in our academy and nursery. We adhere to the guidance laid out in the Equalities Act 2010. Children with SEND are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage.

For us to provide a successful provision for children with additional needs, we ensure we work in partnership with families and that families sign up to this agreement of building a team of support around the child. This may involve other outside agencies. We have clear induction meetings to ensure a child makes a successful start in our learning environments.

Through the academy's regular monitoring of attainment and progress, children who may require additional support have their needs identified and become part of our 'Trust Graduated Response' process. Parents are consulted and encouraged to participate in partnership with the academy.

3. How do we identify the particular special educational needs of a child or young person?

How do we work out what your needs are and how we can help?
We have a clear system in place within the Academy to identify potential special educational needs for a child. We consider early identification of SEN to be vital.

- We follow the SEND Code of Practice (2015 updated in 2020 to reflect pandemic)) and are preparing to enact the 'The Special Educational Needs and Disability (Amendment) Regulations 2024' which have been set out by the Government.
- All class teachers track and monitor the data of children's progress and attainment. Where a child is making limited progress, or achieving below age related expectations, the class teacher monitors to ensure this is not due to any underlying special educational need.
- The quality of teaching and learning is regularly monitored by school leaders.
- The SENDCo will subsequently enact the Trust Graduated Response tool and use appropriate assessment tools to further investigate concerns raised through the observation and monitoring processes.
- Where needed, we refer to outside agencies to provide support in the identification and assessment of any barriers to learning.
- We support parents in liaising with medical professionals where an underlying medical condition is causing barriers to learning to aid the process of identification.
- Where behaviour is causing barriers to learning, we work closely with families to identify what the cause might be, such as parenting support, housing, bereavement, friendship issues as well as Special Educational Needs.

4. How do we consult with parents and/or children and young people about their needs?

How do we find out about you and what you and your parents think you need to help you?
We recognise that it is essential we work in partnership with parents. We do this in many ways:

- Individualised processes in place between local nurseries and the academy to ensure a smooth transition.
- Individualised transition processes in place between the academy and Secondary schools.
- Open days
- Tours of the Academy by the Headteacher
- Staff visible and present at the beginning and the end of the day.
- Termly parent consultations
- EHCP (Educational Health Care Plan) Annual Reviews
- Termly Individual Support Plan reviews
- Home/ Academy communication books, where required
- Regular 'check in, check-ups and check outs' (opportunities for teacher/pupil communication)

Subject leaders provide parent advisory/information sessions for key areas of children's learning e.g., approaches to calculation or reading development.

5. What is our approach to teaching children and young people with special educational needs?

How will we teach you?
Our academy is an inclusive learning environment, and we value each child as an individual. All children are treated with equity, and we ensure that, when additional needs are identified, a team is built around the child. This team is inclusive of the parents/carers who know the child best, the class teacher and SENDCo and any additional outside agencies who may be involved in providing specific objectives and supportive advice (including health and social care).

The information from the team provides a clear identification of the child's needs. Teachers then use this information to ensure the child's needs are recognised and planned for within the classroom environment. Teachers are responsible for ensuring quality first teaching is adapted to meet the needs of any children with SEND.

Some pupils may require individual assessment by the SENDCo. The assessment will determine whether the pupil requires a bespoke programme of support. The programmes are devised to suit individual needs of the child and using evidence-based research. Children identified with a higher level of need will also have an ISP (Individual Support Plan) with individualised targets.

6. How can we adapt our curriculum for children and young people with special educational needs?

We adapt our curriculum for children and young people with special educational needs by embedding inclusive, high-quality first teaching that ensures all learners can access and engage with learning. Teachers identify pupils who require tailored support in partnership with senior leaders, the SENCo and parents, enabling early and appropriate intervention. Individual Support Plans outline personalised targets and provision, while ongoing communication with families supports consistency between school and home learning. The curriculum is further enhanced using adaptive resources, specialist equipment and technology—such as assistive software, speech-to-text tools, visual supports and accessible digital platforms—to remove barriers and promote independence. Interventions are carefully planned and delivered in addition to classroom teaching and are consistently reinforced within everyday lessons to consolidate learning. Through these approaches, pupils develop key academic, social, and life skills, ensuring they can access a broad curriculum and achieve their full potential.

What sort of things will you learn here?
We adapt the curriculum by:

- Adaptation of class teaching – quality first teaching/universal provision – ensuring access for all learners
- Teachers identify children who need tailored intervention, in liaison with SLT, SENDco and parents
- Individual Support Plans provide key targets and highlight provision.
- Engaging parents to support home learning
- Resources and specialist equipment provided and tailored to support children with special educational needs to progress within the classroom
- Any interventions in addition to classroom teaching are reinforced and consolidated in the classroom

7. How will we ensure we get the services, provision and equipment that children and young people need?

How will we make sure that you get all of the help that you need from different people?
At times we need to call on the advice of professionals to ensure that we have identified and provided for a child's needs effectively, this might include:

Gaining support from external professionals (e.g. the Communication & Interaction Team) for expert guidance on the best ways to support a pupil with autism.

There may be times when do not have the resources and facilities to meet the specific needs of an individual child. Although we make every reasonable effort to do so, when this occurs, we take advice from the Local Authority Special Educational Needs Team and signpost parents/carers for advice.

- Educational Psychology Service
- Speech and Language Therapy Service
- Hearing Impairment Service
- Visual Impairment Service
- Communication & Interaction Team
- Social Emotional and Mental Health Team
- Academy/School Nurse
- Paediatrics
- CAMHS
- Social Care
- Devon Information advice and support for SEND (DIAS) (For parents confidential and free)

8. How is this provision funded?

Who pays for this?
At St Andrews provision for meeting the needs of pupils with special educational needs is funded by the academies' notional SEND budgets. Some pupils with special educational needs may be eligible for Pupil Premium funding if they are in receipt

of Free School Meals, are Looked After by the Local Authority or if their parents work in the Armed Forces. (for details of this please see the pupil premium annual report available on our website.)
Pupils with complex special educational needs and/or a disability who have an Education, Health and Care (EHC) plan may also receive additional funding from the Local Authority according to the complexity of the child's needs.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?

What else will we do to help you learn and how will this happen?
As outlined in section 12, we may need to draw on support from outside agencies. The SENDCo will signpost parents and carers to appropriate agencies and Early Help can offer to support parents through the referral process.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?

How can we help you learn about your feelings and relationships?

- A range of pastoral interventions based on the identification of need e.g., building positive relationships/eg Boxall
- A robust Relationships and Health Education Curriculum (RHE)
- Professional Development for all staff focusing on behaviour management.
- Mealtime Assistants training and support for lunchtime positive behaviour management
- The Academy follows a Positive Behaviour Policy to provide a consistent approach to behaviour management.
- Guidance for parents in the emotional and social development of children (which may manifest as behavioural difficulties) with signposting to appropriate support through Early Help Intervention/Parents Support
- Where social care is supporting a family, designated members of staff liaise with the case workers.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

How can we help you to get ready to change to a different place or to leave here?

Nursery to KS1:
- Personalised tours for potential parents
- Home visits
- SENDCo liaison with children who may require additional transition times
- Opportunities for nursery children to spend time at the setting 'Stay and Play' sessions
- Academy Entry Plans are implemented with children already identified with a high level of SEND. These plans are reviewed following entry to the Academy.

Key Stage 1 to Key Stage 2:
- Transition sessions for children to spend the time with their next teacher prior to moving year group.
- Extended transition plans for children who may require additional transition sessions
- Class teacher handover to include sharing of SEND information

Key Stage 2 to Key Stage 3:
- Open day for parents and children (hosted by KS3 provision))
- Assisted and enhanced transition for vulnerable pupils
- Year 5 opportunities to visit local secondary settings
- Assisted transition for vulnerable children or those who would benefit from additional transition
- Transition meetings between SEND Leads in both settings

12. What other support is available for children and young people with special educational needs and how can they access it?

What other help can we give you or help you to get?
When a need is identified the SENDCo will liaise with parents and class teachers. The class teacher, as the professional who knows each child the best, remains the key point of contact for parents. The class teacher is supported by the SLT and the SENDCo.

The academy can aid parents and children in accessing the following (which is not an exhaustive list):

- **Social, Emotional and Mental Health**
  - Designated Safeguarding Lead will liaise with Social Care and oversee Child Protection, Child In Need & Early Help
  - Pastoral interventions – identified by need
  - Liaison with outside agencies for advice and support – Educational Psychologist, Child Adult Mental Health Service (CAMHS),
  - Implementation of the Academy's behaviour policy
  - Behaviour concern may be referred to SENDCo which may result in referral to Behaviour Support Team
  - Education Inclusion Team
  - Family Values

- **Communication and Interaction**
  - Speech screening in EYFS and in other years where there are concerns
  - Speech & Language concern may result in referral for Speech and Language Therapy
  - Liaison with Speech & Language Therapist. Recommendations implemented.
  - Use of resources such as: Talking Tins and Talking Postcards, Colourful Semantics
  - Request to outside agencies for advice such as Advisory Teacher from the Communication and Interaction Team (CIT)

- **Cognition and Learning**
  - Concern may be referred to SENDCo from staff, using our graduated response paperwork, with concerns regarding progress or achievement.
  - Specific tailored interventions
  - Assessment may be undertaken by SENDCo to determine barriers to learning followed by the implementation of appropriate bespoke intervention
  - Dyslexia Screeners may be used for pupils with struggling to make progress with reading

- **Physical and Sensory**
  - Outside agencies for advice such as Visual and Hearing Impairment Advisory Teachers
  - Implementation of recommendations by Occupational Therapist or Physiotherapist by an allocated member of staff
  - Outside agency referral to Occupational Therapist for assessment and intervention
  - Provision of support resources as advised (wedges, specialised equipment)

- **Medical**
  - Regular meetings with school nurse
  - Liaison with medical professionals for children with ongoing treatment
  - Implementation of medical plans as advised by medical professionals
  - Medical Inclusion Team as required.

13. What extracurricular activities are available for children and young people with special educational needs?

What other activities can you do here?
St Andrews C of E Academy has extra-curricular activities available to all pupils, such as:

- An offer of Extra Curricular Clubs
- Regular Academy visits that are fully inclusive – we complete full risk assessments where children with specific difficulties may require additional support
- Residential Experiences for KS2 children

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?

How do we know that the help we are giving you is working? How can you and your family tell us what you think?
A graduated approach to SEND is used across the Academy, following the 'Trust Graduated Response'.

As soon as a SEND concern is raised, the Academy will seek the viewpoint of parents and children involved. Your voice as a family is extremely important in ensuring we have a full and broad picture of your child and that we have all relevant information to support the assessment and support process.
We may use the advice of professionals such as Educational Psychologists and/or Speech and Language Therapists, to agree desired intervention that is recorded as part of a child's Individual Support Plan. If your child has an Individual Support Plan (ISP), Parents/carers will be invited to a review meeting at least 3 times a year and your views (Child and Parents) taken into consideration in planning next steps. Parents will be aware of outside agency involvement with their child and will be provided with relevant reports detailing intervention and progress.
Termly tracking of data and other evidence of progress is recorded on children's records to ensure we can monitor the impact of additional support and intervention.

An Education Health and Care Plan (EHCP) is reviewed annually, twice if the recipient is under five years of age. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made. Parents and pupils are consulted and encouraged to give their views as part of this review process.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?

How do we make sure that we are being the best that we can be? How can you and your family tell us what you think?
All intervention and provision implemented across the Academy is regularly reviewed to measure impact. If the intervention hasn't been effective in ensuring progress within the targeted area of need, the child's needs will be reassessed, and interventions modified accordingly. The review process varies depending on the area of need: Cognition and Learning, Communication and Interaction, Physical/Sensory and Social, Emotional and Mental Health. This may be in conjunction with outside agencies, for example, occupational therapy reviewing impact of a support plan they have provided, and the Academy has implemented.

As part of our practice, we collect information and feedback from parents and pupils using parental and pupil termly reviews.

Expertise is shared across our trust. We carry out cross-academy moderation, which ensures that we have secure assessments of all children in the Partnership.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?

How do we make sure that everyone that works with you has the right skills and can do the right things to help you?
Quality First Teaching is the key to ensuring the best progress for all children. We invest in our staff to provide a learning environment where high quality interventions are run by trained staff, rather than deploying a Teaching Assistant in each classroom.

- Across the trust, the SENDCo's meet half-termly to ensure best and consistent practice.
- All education colleagues access SEND CPD through the annual SEND Conference, in addition to SEND-focused INSET days.
- SENDCo attends regular SENDCo Forums where there are opportunities to network and share good practice with local SENDCos in Devon and beyond
- Termly SEND Clinics/Inclusion Meetings held with class teachers and SENDCo to share expertise.
- Termly planning and review meetings between SENDco and MAST team

SENDCo consults with professionals from a range of services where required to ensure children with additional needs are best supported with recommendations from all professionals involved with the child.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?

How do we make sure that your parents know how we can help them?
Pupils with more complex and significant needs have Individual Support Plans (including those with an EHCP). These termly documents are produced in consultation with parents and the pupil. A summary of the special educational need is recorded, and targets set. A review meeting is held to measure the impact of the support provided and to consider whether changes to that support need to be made. These meetings are held termly and the pupil, their parents, the class teacher and the SENDCo can all contribute to the review.

Where staff are concerned about a potential Special Educational Need, parents will be involved fully in the process of assessments and any outside agency involvement.

Once a barrier has been identified through the graduated response and liaising with teaching staff and other professionals (such as Speech and Language Therapists or Educational Psychology) an Individual Support Plan may be put in place. We recognise that families hold a wealth of information and it is essential we work as a team to ensure best outcomes for children.

Teachers are available in the mornings and afternoons for direct contact to support home/ Academy communication. Parent Consultations are held termly, where progress and concerns are shared.

Other communication documents may be used, based on the child's individual needs, such as: home/ Academy reward or Behaviour Care Plan and medical care plans.

18. How can parents, children and young people make a complaint about our provision?

What can you do if you are not happy about something that has happened here?
We endeavour to work with parents at every opportunity, with staff available to speak to before and after school and a visible presence on the playground to build a collaborative relationship.

However, at times a complaint may be raised. If this is the case, there are many ways of gaining a positive resolution.

- Initially, parents/carers should seek a consultation with the class teacher and see if matters can be resolved
- If the concern persists or is unresolved, an appointment to see a member of the Senior Leadership Team can be arranged through the Academy office.

19. How can parents, children and young people get more information about the setting?

How can you find out more about us?
If you would like to gain more information about St Andrews C of E Academy and what we can offer children and families, please:

- Contact the Academy office directly via phone or email:
- Arrange a parent tour (please contact the Academy for information.)
  Visit our website provide up to date newsletters and information. St Andrew's Church of England Academy - Home

20. How the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

How do we work with everyone else to help you?
The Academy can arrange visits from the School Nurse Team to discuss pupils' medical needs. If a pupil has been referred to the Paediatric team the Academy will be contacted for information and consultation.

The Designated Safeguarding Lead has access to Multi Agency Safeguarding Hub/ Unit (MASH).

The Academy has access to additional support through Devon Integrated Services. WE have access to an educational psychology service. Planning and review meetings are held during the year to discuss pupils with SEND prior to engaging their involvement or to discuss progress.

Devon Information Advice and Support for SEND (DIAS) offer support for children and young people with SEND and their parents and carers - www.devonias.org.uk.

21. Arrangements for supporting children who are looked after by the local authority and have SEN.

How do we help children who are looked after by Devon Council?
The Looked After Children Coordinator will liaise with the SEND Team with regards to accessing appropriate support and provision for identified SEND children. This will follow the **QFT Assess, Plan, Do, Review** model.

Policy Change Log

Date	Change
Summer 2026	Updated Added expectation to use technology and accessibility tools in adaptive teaching. Updated half-termly SENDCO meetings. Updated strengthened SEND CPD expectation, including SEND Conference and INSET days Section 3. Updated how we identify barriers to learning
Summer 2025	Accessibility and Language Support added
Summer 2024	Updated interventions Included Social, Emotional and Mental Health to provision Added in Speech and Dyslexia Screeners. Added termly review with MAST team Updated transition Day to transition time or sessions to reflect individual needs. Updated behaviour management to Behaviour Updated Behaviour Chart to Behaviour Care Plan Updated SENDCos meet monthly to termly to clarify new structure
Autumn 2023	Updated throughout to reflect new Trust Graduated Response.