

Offwell School C of E SEND Information Report 2026-2027

Introduction

Our Approach to SEND

At Offwell School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We believe that all children deserve access to the resources and opportunities which will allow them to develop their full potential.

Our Statutory SEND Information and where to find it

You will find our **SEND Information Report** below. This is a statutory document which aims to answer specific questions you may have about the SEND provision on offer at the school and tells you everything you need to know about arrangements for children who have additional needs.

We will describe how needs are assessed and reviewed, the support which we will provide and links to external agencies with whom we work collaboratively to support children with SEND and their families. We also explain how we will consult with both you and your child to make sure that everyone is working together to best meet their needs.

Links to the key documents and information to support this Information Report can be found on the front page of the SEND pages on our school website. You will need to read our **Provision Maps** alongside this document which outline all the provision available in the school and through referral to outside agencies. These are available for download on our school website on the SEND page.

Our ultimate aims are, we hope, the same as yours: for our children to **be well, learn well and live well!**

Contact Information

Please contact the SENDCo if you have any further questions:

SENDCo: Mrs Helen Sutton hsutton@offwell-primary.devon.sch.uk

Link Governor for SEND: jdimond@offwell-primary.devon.sch.uk

SEND Information Report questions which will be answered:

1. What kinds of Special Educational Needs are provided for at the school?
2. How does the school identify and assess pupils with special educational needs?
3. How will the school consult with me about my child's education, assessment and review?
4. What should I do if I think my child may have special educational needs?
5. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs towards specific outcomes and how will I and my child be part of this process?
6. What is the school's approach to teaching pupils with special educational needs and how will the curriculum be matched to my child's needs?
7. What additional support is available to meet each child's needs?
8. How will you help me to support my child's learning?
9. What is the expertise and training of staff in relation to children and young people with special educational needs?
10. How is specialist expertise secured from outside agencies?
11. How is the decision made about the type of additional support and how much support my child will receive?
12. How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities and outside trips) together with children who do not have special educational needs?
13. What support is available for improving the emotional, mental and social development of pupils with special educational needs and what support will there be for my child's overall well-being?
14. How does the school evaluate the effectiveness of its provision for SEND pupils?
15. How accessible is the school both indoors and outdoors?
16. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
17. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?
18. What are the arrangements for handling complaints if I am unhappy about the provision on offer at the school?
19. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?
20. Where is the local authority's local offer published?

Offwell C of E School SEND Information Report

1. What kinds of Special Educational Needs are provided for at the school?

We work to meet needs within the four main areas of Special Needs provision as set out by the SEND Code of Practice 0 – 25 as follows:

- Emotional and Social needs
- Physical and Sensory needs
- Communication and Language needs
- Cognition and Learning needs

We aim to meet these needs at many levels and using different approaches, depending on the requirement. Many of our children's needs can be met through the provision available to everyone in each classroom (OAIP*) but some needs may require targeted and in some cases, specialist support (OATS*). In delivering these approaches we are supported, as all Devon schools are, through the following frameworks devised by Devon County Council and explained in more detail below:

Devon's Ordinarily Available Inclusive Provision (OAIP) [Ordinarily Available Inclusive Provision - Support for schools and settings](#)

Devon's Ordinarily Available Targeted Framework (OATS) [Devon's Ordinarily Available Targeted Support Framework - Support for schools and settings](#)

We adhere to a graduated response, through a process of Assess, Plan, Do, Review which underpins the cycle of support which children with SEND receive. If a child is in receipt of targeted or specialist provision, this cycle of support is written into an individual 'My Plan' which then records the cycles and allows us, your child and you to track progress towards specific targets. If the need can be met through the Ordinarily Available Inclusive Provision then there will be no need to write this into a formalised plan.

Our **SEND Provision Maps** outline the four main areas of SEND, the assessment tools we use to identify need within them, the strategies and interventions employed to meet need where it has been identified and the specialist advice which can be sought if progress is less than expected following the implementation and review of this support. A link to the provision maps can be found on our SEND webpage.

*Please note that the main amendments to the Information Report this year concern the introduction of these two new terms and will be used throughout the report.

2. How does the school identify and assess pupils with special educational needs?

As a staff, we understand that all children develop at different rates in different areas, so we treat each child as an individual.

Termly assessments are used to inform our teaching and provide summary information about progress and attainment. If we or you have a concern about your child's progress, we have a range of assessments which we can undertake to identify whether they require targeted support. These are also outlined in our **SEND Provision Maps**. A range of assessment tools can also be found on the Ordinarily Available Targeted Support Framework provided by Devon County Council, which we may also refer to and use.

If your child requires support which is different from or additional to that which can be met within the OAIP, we will, in collaboration with you and your child, produce a 'My Plan' which will set out the targeted support to be provided. The Plan supports a cycle of assessment and review which as a minimum takes place on a termly basis at the midpoint of each term. For more information, read '**Welcome to your child's My Plan**' which can be found as a link on our SEND page on the school's website.

To summarise, we identify additional needs through the following processes:

1. Concerns expressed by and discussion with parents/carers
2. Concerns expressed by staff members from their knowledge of the child day to day
3. Diagnostic testing across the four areas of SEND
4. Termly whole class assessments
5. Information passed to us from a previous setting or outside agencies such as health.
6. Use of the Assess, Plan, Do, Review cycle supported by Devon's OAIP and OATS frameworks

Our **SEND Pathway** sets out a guide to the usual procedure which we employ, although this will be adapted when appropriate to individual circumstances. You can find a link to this on our SEND Page.

3. How will the school consult with me about my child's education, assessment and review?

We make sure that we listen to parents and carers as we know that they understand and know their child better than anyone else. We will meet with you at least on a termly basis to discuss your child's strengths, progress and areas to support and also to take you through and consult with you on the assessment and review process.

Both you and your child will be invited to contribute to their My Plan and to tell us what you feel would support them best. For progress to be made it is important that everyone around the child knows what their targets are how they can help. The My Plan process helps this to happen. We will let you know

the outcomes of any assessments and next steps during termly meetings to align with the termly parent meetings. At these meetings you will have the option to request that the SENDCo is also present should you wish this. However, you are very welcome to meet with us more frequently if you would like to.

4. What should I do if I think my child may have special educational needs?

Please speak to us as soon as possible. We value your knowledge of your child. We appreciate that each child will make progress at different rates and understand that a child's behaviour is a form of non-verbal communication, which can result from a range of triggers and can be very different when at home, compared to in school.

If you would like to read more about what is on offer, there is also a wealth of information included in Devon's Local Offer [Devon's SEND Local Offer - help and support for children with SEND](#) and on the DiAS website (Devon's Information Advice and Support for children with Special Education Needs devonias.org.uk.)

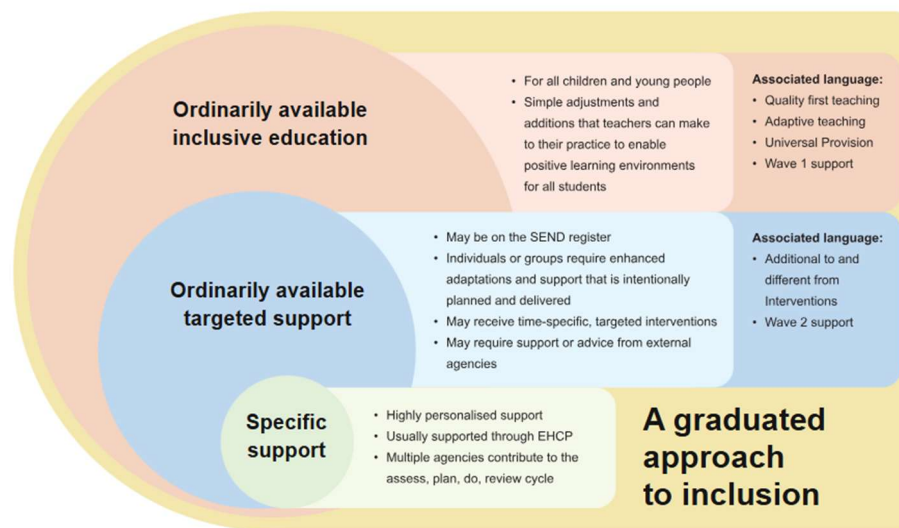
5. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs towards specific outcomes and how will I and my child be part of this process?

Once your child has been assessed as requiring extra support to meet their needs across any of the four areas of need, we will meet with you to agree on the types of and level of support which will be put in place and set and agree targets. The SEND Code of Practice defines this as requiring support which is either 'additional to' or 'different from' the Ordinarily Available Inclusive Provision offered. This is written into a 'My Plan' which includes sections for both your and your child's views on their strengths, needs and concerns.

We will meet with you each term, to feedback on and review progress. This will form part of the Assess, Plan, Do, Review cycle which underpins our approach to SEND. You can of course arrange to meet with your child's class teacher and SENDCo to discuss any concerns you may have at any other points in the year as well.

The types of assessment which we undertake as part of the review process are the same as those we use to identify need in the first place and are set out in our **SEND Provision Maps**. The review process also includes informal assessments including ours and your daily observations of your child's progress.

6. What is the school's approach to teaching pupils with special educational needs and how will the curriculum be matched to my child's needs?



We are an inclusive school and believe that all children should have the best opportunity to learn and to develop their skills in an understanding and inclusive environment. As such, and in line with Devon's OAIP and OATS Frameworks, we have developed our OAIP which provides high quality teaching and differentiates to meet the needs of most pupils. Our classrooms aim to be places which are set up to encourage and enable communication, interaction and different learning styles and we place a relational approach at the heart of this.

However, where a need has been identified we will put in place targeted provision to enable that child to succeed. Targeted support can take a number of forms. There will currently be less emphasis on 1:1 and group interventions and more of making minor, targeted adjustments which will enable each child to engage with their learning, access the necessary support and make progress.

We have many programmes to support children with SEND which are outlined in our provision maps. The targets which are set will always aim to enable the child to access the curriculum and where possible will relate to and build towards the whole class teaching objectives.

Where a child shows little or no progress despite appropriate levels of targeted provision being put in place, we will refer for specialist advice which is outlined later on under 'How is specialist advice secured from outside agencies?'

The diagram above shows how the targeted and specialist provision fits within the ordinarily available provision.

7. What additional support is available to meet each child's needs?

Having identified a specific area of need through the school's assessment processes, as outlined above, we have many different programmes to support your child. Strategies and programmes outlined may be used within the classroom setting or in a 1:1 or small group situation depending on what will work best for the individual child and in line with the escalation of provision set out in the Graduated Approach.

8. How will you help me to support my child's learning?

We will make sure that both you and your child have been part of the process to set and agree targets so that we have a joined-up approach to supporting them with meeting these through the 'My Plan'. We can provide resources and advice for you to support your child at home and recommend that you meet us in doing this to allow your child to make the best possible progress. There are also a number of sources of information available through the targeted support framework which we will direct you to if appropriate.

9. What is the expertise and training of staff in relation to children and young people with special educational needs?

Our school staff receive regular and ongoing in-service training to support SEND. In addition to this, individual members of staff receive training in delivering specific programmes so that we can provide support to pupils across a broad range of identified need.

Where services to support SEND are accessed externally, we are often required to follow this up with a programme of support delivered by a member of school staff. This could be a teaching assistant or a member of teaching staff. In all cases, the staff are trained to deliver the specific training programme to provide the best support for the child.

For all of the specific programmes which staff are trained to deliver please see our Provision Maps on the SEND page of our website.

10. How is specialist expertise secured from outside agencies?

As outlined in our SEND Pathway, if we have identified more than one area of need or if we have found through assessment and consultation with you that the gap between your child and their peers is widening, we will seek further specialist advice. Many of the SEND advisory teams at Devon County Council are no longer in place. Instead, support is offered through booking a 30-minute online SEND Inclusion Consultation. These multi-professional, solution-focused consultations bring together Inclusion Partners, Educational Psychologists and other relevant professionals to provide advice and support. Advice may also be sought from NHS teams, for example, OT advice from Vbranch House or Speech and Language Therapy from our link therapist. Many of these teams are working in different ways and will in the first instance always direct us to our graduated response supported by the Ordinarily Available Targeted Support Framework.

If our Graduated Response is not have the desired impact, the agencies which we may refer to for additional support or advice are:

- Nursery Plus (for early years)
- CAHMS (Child and Adolescent Mental Health Services)
- NHS Speech and Language Therapy Team (SALT)
- Devon's schools Mental Health Support Team (NHS)
- Devon SpLD (Dyslexia) Service
- Occupational Therapists (NHS)
- Physical and Sensory Team (DCC) for children with a diagnosed physical or sensory impairment
- 30-minute online SEND multi-agency inclusion consultations

The support service may offer guidance and training for a member of staff to deliver a specific programme, or they may deliver the support themselves. We will always work with outside agencies and parents to make sure that this is delivered in line with their recommendations to achieve the best outcomes for your child.

11. How is the decision made about the type of additional support and how much support my child will receive?

We adapt to the needs of each child using the OATS Framework as guidance, and we use a My Plan when appropriate, so that staff, children and parents can have clear goals, ensure helpful interventions and know next steps. Where needs are significant and appear resistant to our interventions, we will consult with external specialist agencies for support; this is always done in conjunction with parents and children.

In complex, long-term situations, an Education Health Care Plan (EHCP) may be required, in consultation with all involved. This will stipulate the level of support and may come with a personal budget to ensure that the provision outlined can be provided. This is a statutory document and as such will be reviewed by Devon County Council on an annual basis. Information on how to go about this process can be found on the Devon County Council Local Offer website. [Education Health and Care Plans \(EHCPs\) in Devon](#)

12. How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities and outside trips) together with children who do not have special educational needs?

We include all children in activities, wherever and whenever possible. If there is a difficulty in doing so, we will discuss this with the parents/ carers and child, in order to make every possible arrangement for them to take part. It may be necessary to undertake a risk assessment, in some circumstances, to ensure that we have thought through potential obstacles and can implement any reasonable adjustments. For example: a child with visual impairment may require us to use a brightly coloured, or audible ball in PE, or for the adult to wear a high visibility vest on a trip, or a child with emotional needs may need careful preparation and an additional adult to provide reassurance during the activity.

13. What support is available for improving the emotional, mental and social development of pupils with special educational needs and what support will there be for my child's overall well-being?

We are dedicated to providing a nurturing environment, as we value the emotional wellbeing of all children, staff and parents. This is embedded in our School Vision: Be Well; Learn Well; Live Well. We understand that mental and emotional stability is vital for lasting learning to take place. We also see our role as crucial, alongside parents and carers, in helping children to develop lifelong skills of emotional awareness and self-regulation, so that, as a society, we are all able to live happily and safely together. Therefore, we provide whole school and specific interventions for children experiencing difficulty, whether temporary, or longer term. These include:

- Mentoring (Attachment Based Mentoring training staff)
- Class and individual referrals to Devon's Mental Health Support Team (NHS)
- General Personal Social Health Education (PSHE) lessons, for every class, at an age-appropriate level
- Workshops for parents and staff. For example 'Understanding Children's Mental Health' from the Devon Mental Health Team (NHS)
- Undertaking Boxall Assessments

14. How does the school evaluate the effectiveness of its provision for SEND pupils?

The school evaluates the effectiveness of its provision for SEND pupils by building it into its school improvement planning. It reports data regarding outcomes and progress for SEND pupils to Devon County Council so that it can review its effectiveness in relation to other schools in the area and nationally.

Perhaps the most important way that the school will measure and evaluate its effectiveness is by looking at the individual progress made by each child and by striving to make improvements to best meet their needs. Feedback from and a dialogue with parents and with the child are the most important means by which they can do this effectively.

We have various methods and processes for ascertaining the views of parents with regard to our approach to SEND. Parents are regularly invited to workshops and consultations for example with DiAS and Devon Mental Health Team. Pupils with SEND are represented on our school council and ethics committee, making sure that they are actively part of decision making within our school community and are given opportunities to feed back on their experiences. We undertake SEND pupil voice sessions to ascertain the views of our pupils with SEND at least annually through workshops and surveys.

15. How accessible is the school both indoors and outdoors?

Our school comprises of three main buildings: the iconic Victorian School building, which houses the offices and one class and which is wheelchair accessible via an alternative entrance and is internally on one level; St. Mary's Hall, immediately next to this, accommodates a second class and our school kitchen and is accessible via an alternative entrance and is on one level internally; and behind these buildings is our EYFS and Key Stage 1 unit, which is accessible via some shallow steps. The steps have yellow edges; to ensure they are more visible for those with visual impairment and these, along with all our other playground markings have been repainted during the summer (25).

16. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

When equipment is required as part of a child's My Plan, or Education Health Care Plan (EHCP) the school will work, together with parents, to provide appropriate resources. For example: we have recently purchased items that support sensory regulation and manual dexterity, as well as visual discrimination (i.e: fidget toys, therapy ball, resistance fabric, writing slopes and reading filters).

We can also make simple adjustments to what we do, or how we do it, such as seating children in specific areas e.g: close and central where vision, hearing or processing are an issue, or in an individualised space, or visual timetable, if hyper-sensitivity to noise, or disruptions to routine, cause anxiety. We seek advice from the SEND specialist advisory teams regularly to support this.

Resources can sometimes be funded through inclusion funding or through a personal budget which has been stipulated by the local authority as part of a child's EHCP (Education and Health Care Plan.) Where this is the case, we will work with you to make sure this is used in the best way possible to support your child.

17. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transfer to Offwell Primary School

We encourage visits to the school and offer a taster session for all new children so they can get used to their new class which can be discussed with any of our teaching teams. In Early Years, your child will be assigned a 'Key Worker' with whom you and they can make regular contact to have discussions around settling in and any concerns you may have. In Reception there may be several 'settling in' days prior to beginning full time. Any information passed on from previous setting will form an invaluable part of enabling us to meet your child's needs.

Transfer within our school to different classes and Key Stages:

We prepare all our children thoroughly to transfer to the next stage in their educational journey. This takes the form of transition sessions held in the summer term as well as opportunities to meet with their new teacher as regularly as possible before this. All staff are kept thoroughly informed of any children's needs prior to transition to make they are prepared to meet their needs from the outset. If a child is particularly anxious about their move to a new classroom, we undertake transition sessions to talk through any potential worries and produce a booklet for their new class.

Transfer to Secondary Education:

We have close links with our local Secondary School, Honiton Community College, as we are part of the same Learning Community. We are working closely with the SEND Team there to develop a new and robust transition for children with SEND. We also have children who transfer to other local secondary schools (King's School, Woodroffe and Colyton Grammar), and we support them in making additional visits as and when required. Information is shared to ensure as seamless a transition as possible.

We also work with Devon NHS Mental Health Support Team. The team visit schools in Devon to help prepare pupils for transition between primary and secondary settings and can also work 1:1 with pupils and their families for whom a specific need has been identified.

18. What are the arrangements for handling complaints if I am unhappy about the provision on offer at the school?

Parents can complain to the governing body, following our [Complaints Policy](#), where they feel their questions have not been answered by either their child's Teacher, or the Head Teacher.

19. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The Head Teacher will refer to external specialist agencies and report to the governing body, as necessary. We are familiar with multi-agency working, including referrals via Early Help for Family support, SPA (Single Point of Access for Integrated Children's Services such as Occupational Therapy, Visual Impairment, Mental Health services, Nursing Team, for example), the Virtual School for Children in Care, MASH (Multi-Agency safeguarding Hub) where there are safeguarding concerns that meet threshold, and voluntary groups such as Balloons (for support in bereavement) and SPLITZ for families facing difficult separation or domestic violence.

You can find links to useful websites providing information for parents of children and young people with Special Educational Needs on the DiAS website:

Devon's Information Advice and Support for children with Special Education Needs devonias.org.uk.

20. Where is the local authority's local offer is published? [Devon's SEND Local Offer - help and support for children with SEND](#)