

Decoy Primary School

SEND Information Report

2025-2026



Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. Namely provision which is **additional to or different from** that normally available in an adapted curriculum.

In accordance with the Code of Practice (2015), Decoy Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) 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
- c) 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)

Decoy SEND Policy: <https://www.decoyschool.co.uk/page/?title=Policies&pid=9>

SEND Structure and Leadership

- ✚ Miss Sarah Strong (Special Educational Needs and Disabilities Coordinator)
- ✚ Miss Sarah Fraser (Deputy Special Educational Needs and Disabilities Coordinator and LAC)
- ✚ Mrs Melissa Carson provides SEND administration support for the SENDCO and class teachers. Mrs Carson is also our specialist Speech, Language and Communication Teaching Assistant and meets regularly consults with Speech and Language Therapists that visit and provides direct support to children and staff.
- ✚ Mrs Sue Stevenson is our specialist Social, Emotional and Mental Health Teaching Assistant and works 3 days a week with children from Nursery up to Year 6 either in class, small groups or 1:1.
- ✚ Ms Mandie Redfern is our specialist Communication and Interaction Mentor who works across Year 6.
- ✚ Teaching Assistants (TAs) are deployed to each year group, in addition to TAs who work more closely with individual pupils as part of our Wave 4 provision.
- ✚ All TAs have areas of specialism. We therefore have a team of TAs focusing on each area of SEND. We have a Literacy Team, Maths Team, Speech Language and Communication Needs Team and Social, Emotional and Mental Health Team.
- ✚ Mrs Helen Cammack is assisting the SENDCO by championing support and provision for bladder and bowel needs through the drinking project.
- ✚ The SENDCO meets with the Headteacher at least fortnightly and the SEND Governors termly.

Questions you may have as a parent or carer

Key Information

School Policy & Procedure

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| <p>What kinds of SEND do pupils in the school have?</p> | <p>Under the SEND Code of Practice 2015, pupils identified as having a special educational need and/or disability (SEND) are considered within one or more of the following categories of need:</p> <ul style="list-style-type: none"> • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Communication and Interaction needs • Sensory and/or Physical needs <p>Currently at Decoy we are supporting children with a whole range of needs including, but not exclusive to:</p> <ul style="list-style-type: none"> • Specific learning difficulties (SpLD): dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). • Moderate learning difficulties (MLD) • ADD/ADHD • Attachment Disorder • Speech, language and communication needs (SLCN) • Autism (ASD) • Physical disability (PD) |
| <p>How do you know if a pupil needs extra help?</p> | <p>All pupils' attainment and achievements are monitored by their teacher who is required to provide ordinarily available inclusive provision which includes high quality teaching and learning opportunities that are adapted for individual pupils (Wave 1). Where a pupil is making inadequate progress or falls behind their peers, additional targeted support will be provided under the guidance of the class teacher (Wave 2).</p> <p>Adequate progress:</p> <ul style="list-style-type: none"> • May be similar to that of the pupils' peers; • Matches or betters the pupils' previous rate of progress; • Closes the attainment gap between the pupil and their peers; • Prevents the attainment gap growing wider. <p>Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will then work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) or deputy to assess if a pupil has a significant learning difficulty and agree appropriate support.</p> <p>After discussion with parents, it might be agreed that the child is at Wave 3 and they are added to the school SEND register. Children can move on and off the SEND register throughout their school careers depending on the support they need at that particular time.</p> |

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| | <p>Children with more complex needs who need more support than is available at Wave 3, can be referred for an Education, Health and Care Needs Assessment through the Local Authority. This may result in an EHC Plan which identifies a child's educational, health and social needs and sets out the additional support required to meet those needs. (Wave 4)</p> |
| <p>Day to Day Support</p> | |
| <p>How will the curriculum be matched to my child's needs?</p> | <p>Teachers use collated information about the strengths and needs of individual pupils when planning how to implement the curriculum. This is to ensure that all pupils are able to access the curriculum and move forward with their learning.</p> <p>All our teaching is broken down into small manageable chunks that allow learners to acquire new knowledge along with time to practise applying what they have learnt. A variety of teaching styles are also used to accommodate different learning styles. Where a bespoke curriculum is needed, adapted resources and topics will be chosen to suit the learner.</p> |
| <p>How do teachers help pupils with SEND?</p> | <p>We aim to ensure that Quality First Teaching with appropriate is in place for all groups and individuals to enable access to learning as well as fostering independence.</p> <p>Additional provision is coordinated by the school's SENDCo and designed and implemented by teaching staff.</p> <p>In the past year this has included interventions such as:</p> <p>1. Communication and Interaction</p> <ul style="list-style-type: none"> • Speech and Language Therapy • NELI & Languagelink • Language and Communication Intervention e.g. Language for Thinking • Communication and Interaction Mentoring • Lego Therapy • Use of Picture Exchange Communication System (PECS), picture cues or AAC (Augmentative and Alternative communication) • VERVE & Attention Buckets • Makaton sign language to support speech • Use of access technology e.g. Communicate In print (Widgit) • Objects of reference • 20/20/20 lunch time model <p>2. Cognition and Learning</p> |

- Reading interventions, e.g. Read Write Inc, 1:1 Reading Coaching, Reading Buddies, TRUGs
- Maths interventions, e.g. Spot On with Number, Mind the Gap, Making the Difference, Sparx, Numbots
- Spelling interventions e.g. Simultaneous Oral Spelling, Boxing Letters
- Interventions targeted at specific learning difficulties, e.g. Toe by Toe, Nessy

3. Social, Emotional and Mental Health

- STAR Support (Special Time Around Relationships) which encompasses all of the following:
- Bespoke 1:1 or small group pastoral support
- Draw and Talk
- Attachment Based Mentoring
- Targeted programmes for anger management, bereavement and/or loss, raising confidence, anxiety, belonging
- Mindfulness
- Families In Grief Bereavement Workshops
- Lunch club
- Young Devon Mental Health Trainees
- All about me
- Young carers support
- Place2Be
- Siblings of SEND support sessions (SIBS)

4. Sensory and/or physical needs

- Dough Gym
- Write from the Start – fine motor skills intervention
- Sensory Activities e.g. Sensory Circuits
- Sensory breaks/brain breaks
- Use of iPads/Chromebooks and access technology
- Interventions provided by the Occupational Therapy Service

Further Interventions which we hope to introduce or use again this year include:

- Peer support and SEND council
- Fun fit
- Understanding me
- Resilience building

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| Is there any additional support available to help children with SEND? | <p>The school budget, received from Devon Local Authority, includes Element 2 funding for supporting children with SEND. The Headteacher and SENDCo decide upon the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.</p> <p>The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none">-the children getting extra support already,-the children needing additional support,-the children who have been identified as not making as much progress as would be expected. <p>This is also discussed with class teachers at SEND surgeries twice a year.</p> <p>From this information, they decide what resources/training and support is needed. In the past year our notional SEND Budget has supported pupils with SEND through:</p> <ul style="list-style-type: none">✚ Deployment of support staff in each year group, with an emphasis on early identification and early intervention✚ Additional support staff deployed across the school to support identified pupils with complex needs✚ Social, Emotional and Mental Health Teaching Assistant to meet pupils' emotional and social needs✚ Speech and Language Teaching Assistant to support children with SLCN✚ Alternative lunch time provision✚ SEND administrator to support the SENDCo✚ Purchasing of additional SEND resources✚ Buy-in to the Devon Educational Psychology Service✚ Additional training for staff✚ Additional time for meetings including those with outside agencies and Annual Reviews |

How will the school know how well my child is doing?

How will I know my child is making progress?

SEND support takes the form of a four-part cycle. This is known as the Graduated Response – Assess, Plan, Do, Review.

We believe that parents should be involved at each stage of the cycle.

In the early part of each term, parents of children with SEND (Wave 3) are invited to a meeting with the class teacher to discuss their child's Individual Education Plan (IEP) and parents have the opportunity to contribute to this document.

IEPs have information about the child's barriers to learning as well as their strengths. The teacher will set targets and be clear on the outcomes expected by the following term. At every meeting, the previous targets will be reviewed so that parents can see the impact of the planned interventions.

The progress of children with an EHCP will also be formally reviewed at an Annual Review which is an additional meeting attended by all adults involved with the child's education.

Where children have a One Page Profile (OPP) instead of an IEP, these will be discussed at the termly 'Parent's Evenings'.

Through-out each child's time here, they will be formally assessment using statutory assessments.

This is something the government requires all schools to do and parents are informed on the outcomes for their child.

- At the start of Reception, all children complete the Reception Baseline Assessment.
- At the end of Year 1, all children are required to complete the phonics screening check.
- At the end of Year 4, all children are required to complete the multiplication check.
- At the end Key Stage 2 (the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). The end of key stage 2 results are published nationally.

Other forms of communication include Team around the Family meetings (TAFs), Pupil and Parent Views and telephone and e-mail correspondence.

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| <p>How will you support my child's overall well-being?</p> | <p>At Decoy we have a specialist SEMH Teaching Assistant, Sue Stevenson, who supports children across the school. Sue runs our bespoke STAR support. This is Special Time Around Relationships. Sue has previously been Thrive trained and also attends refresher training around Attachment Theory, Emotional Literacy and specific areas of concern such as trauma related to Domestic Violence and Abuse.</p> <p>Sue works with our children within the school grounds or in 'The Den'. They might work with them in groups or 1:1. STAR support can run for a block of six sessions, a few weeks check in or every week over a longer period depending on need. Sue also contributes to our weekly SEN/pastoral support meetings where we review interventions and discuss pupils needing further support.</p> <p>If a parent, teacher or the SENDCo believe that a child would benefit from STAR support then a discussion will be had and support will be monitored through the child's Individual Education Plan or termly discussions.</p> <p>Some children benefit from a Relational Support Plan. These plans, created alongside parents, ensure that there is a named team of adults around a child, actively building their relationships with them by providing understanding, connection, protection and care. These plans have been shown to have significant impact on children's self esteem, confidence and, in turn, their social and/or academic outcomes.</p> |
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Involving Families

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| <p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p> | <p>In the early part of each term, parents of children with SEND (Wave 3) are likely to be invited to a meeting with the class teacher to discuss their child's Individual Education Plan (IEP) and parents will have the opportunity to contribute to this document.</p> <p>If parents are still concerned, then they are able to meet with the SENDCo or ask that the SENDCo attends the next IEP meeting.</p> <p>Where children have a One Page Profile (OPP) instead of an IEP, these will be discussed at the termly 'Parent's Evenings'.</p> |
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| <p>How will my child be able to share their views?</p> | <p>Before every IEP meeting, the teacher aims to meet with your child to gather their views. This may be done informally through a friendly chat or through a questionnaire or scaling activity. The school has sought advice from the Devon Information, Advice and Services website regarding gathering pupil views as we see it as essential component when planning their support. We also encourage children to attend their IEP meetings, especially in Key Stage 2.</p> <p>If your child has an EHCP they will be invited to their Annual Review. They will be helped to collate their views beforehand and will be given the option of having a familiar adult share them in the meeting if they feel uncomfortable doing so themselves.</p> |
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| | <p>We are continually looking for further ways to ensure that the Pupil Voice is heard loud and clear. We have a Young Voice Council where children with SEND are able to meet and discuss ways to bring about change within our community.</p> <p>We also have a number of children receiving weekly mentoring support with a member of staff. One of the aims of this is for the child to be able to express their thoughts and concerns in a safe space. The mentor then supports the child to ensure that these views are then heard by those who need to hear them, acting as advocate where needed.</p> |
| <p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p> | <p>We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is joining us from another school:</p> <ul style="list-style-type: none"> ✚ Your child will be able to visit our school and stay for a taster session, if this is appropriate. ✚ A "buddy" will be assigned to your child if he/ she is moving mid- year, to show them around school and to make them feel welcome. ✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them. <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> ✚ We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school. ✚ We will make sure that all records about your child are passed on as soon as possible. ✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them. <p>When moving classes within school:</p> <ul style="list-style-type: none"> ✚ Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Education Plans and One Page Profiles will be shared with the new teacher. ✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them. ✚ Pupils will be asked to complete a pupil questionnaire, letter or profile that will be passed on to their new teacher. |

In Year 6:

- ✚ The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school.
- ✚ Your child will participate in sessions related to all aspects of transition, to support their understanding of the changes ahead.
- ✚ Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- ✚ If your child would be helped by a book/passport to support them with moving on, then one will be made for them.

Staff Skills & Wider Support

What skills do the staff have to meet my child's needs?

We are extremely lucky in that at Decoy we have a specialist SLCN teaching assistant, Mrs Melissa Carson and a SEMH Assistant, Mrs Sue Stevenson who runs our STAR support.

Just in the past 3 years our staff have received the following training:

- Read, Write Inc Tutoring and Assessment
- NELI (Nuffield Early Language Intervention)
- LanguageLink
- Precision Teaching
- Draw and Talk
- Pathological Demand Avoidance (PDA)
- Autism in Girls
- Attachment Based Mentoring
- Communication and Interaction Mentoring
- Assessing Dyslexia
- Supporting Phonics and Spelling
- Using Social Stories and Social Narratives
- Bladder and Bowel Training
- Medical training around conditions such as Epilepsy, Asthma and Allergies
- SEN 100 Modules
- Read, Write, Inc refresher training (whole day)
- Autism workshops
- PIPs – Physical Intervention Prevention
- Complex trauma from birth to adolescence
- Dyslexia screening

- Supporting SEND in PE
- Emotional School Based Avoidance
- Supporting Inclusive Practice and Provision at Reception/Year 1 Transition
- Complex needs training – 1. Small steps target setting training, 2. Inclusive strategies to support communication, 3. Inclusive strategies to support children’s emotional regulation 4. Inclusive strategies to support play.
- Core Board AAC training – Using super core learning grids
- Parent peers support group
- SIBS talk intervention

This is in addition to in house training around The Code of Practice and SEND documentation.

What specialist services are available at or accessed by the school?

In this past 2 years we have accessed specialist support from the following teams:

- Communication & Interaction Team
- Social, Emotional and Mental Health Team
- Education Psychology Service
- Physical Difficulties and SEND ICT Team
- Speech and Language Therapy Service
- Children and Families Health Devon
- Children and Adolescence Mental Health Service
- Public School Nursing Team
- Early Help
- Specialist Provision Outreach Services
- Inclusion team
- Education Welfare Team
- Children and Family In Grief Therapists
- SEN support consultations
- Complex Needs Team
- Physical Disability Team
- Devon SEND consultations
- Local Authority Case Worker Drop in Sessions
- Teacher of the Deaf

This is accessed through a referral by the SENDCo:

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| | <ul style="list-style-type: none"> ✚ You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively. ✚ The specialist professional will work with your child and their teacher to understand their needs and make recommendations as to the ways your child is supported. <p>Where there are multiple services engaged, a TAF (Team Around the Family) may be called. This is a meeting where the family and services can ensure that they are working together effectively to reduce concern.</p> |
| <p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p> | <p>Some children may need additional specialist equipment. Please be reassured that:</p> <ul style="list-style-type: none"> ➤ The school is fully compliant with DDA requirements ➤ There are disabled toilets, a shower area and changing facilities. We had a new 'Care Suite' installed over the Summer 2020 with ceiling hoist and adjustable changing table. ➤ We ensure that wherever possible that the equipment used in school is accessible to all children regardless of their needs. ➤ Breakfast and Afterschool provision is accessible to all children, including those with SEND ➤ All children will be supported as needed to access wider school clubs and school trips. <p>The planning of all school trips involves the completion of a Risk Assessment and this ensures that your child's needs have been taken into consideration and that the necessary steps have been taken to ensure they can be included.</p> <p>In order to help all children to develop independence, establish strong positive relationships with staff and feel safe outside their home environment without immediate family members, we endeavour to put in provision and support in place using staff resources. As it is the exception for a family member to accompany their child/child's group on a trip (other than as a general group leader) we are able to foster both the parent and the child's trust in the school staff and support provided when taking part in offsite activities.</p> <p>Where needed, the school seeks advice from outside agencies such as Occupational Therapy and the physical disability team in order to ensure that the school is fully accessible for all children.</p> |
| <p>How will my child manage tests and exams?</p> | <p>Some pupils with specific needs may need additional arrangements so that they can take part in tests. Access arrangements are adjustments specified by the Standards and Testing Agency that can be put in place to support those pupils.</p> <p>Access arrangements may include extra time, a separate room, a scribe or a reader. The Headteacher, SENDCo and teachers decide whether pupils will need access arrangements and this decision is based primarily on normal classroom practice as evidenced through their Individual Education Plan or One Page Profile.</p> |

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| | It is important to note that children do not need a diagnosis in order to be able to meet the criteria for access arrangements. |
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Accessing Advice & Support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, there are lots of people you can talk to.

Initially start with: **The Class Teacher**

They are responsible for:

- Checking on the progress of your child and planning the delivery of any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing and reviewing Individual Education Plans (IEPs) and One Page Profiles (OPPs) and sharing these with you at least once a term.
- Personalising teaching and learning for your child as identified on their IEP or OPP.
- Ensuring that the school's SEND Policy is followed in their classroom.

If you are still concerned, then contact: **The SENDCo or Deputy SENDCo**

Deputy SENDCo – Miss Sarah Fraser sfraser@decoyschool.co.uk 01626 353282

SENDCo - Miss Sarah Strong sstrong@decoyschool.co.uk 01626 353282

They are responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you, as parents, are:
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy or Educational Psychology

What do I do if I'm not happy or if I want to complain?

Decoy welcomes feedback from parents, pupils and other agencies and most concerns can be dealt with effectively by the class teacher and SENDCo.

Details of the school's complaint procedures can be found on the school website. If you are not happy about the way your child is being supported within school, you can contact:

The Headteacher: Mrs Sally Herbert sherbert@decoyschool.co.uk 01626 353282

She is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met and that the Governing Body is kept up to date about issues relating to SEND.

The Decoy SEND Governor: Leah Hart

They are responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

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| <p>Where can I get information, advice and support?</p> | <p><i>DIAS (Devon Information, Advice and Support) have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). They support parents, carers, children and young people with SEND and their service is impartial and confidential.</i></p> <p>Link to website: https://www.devonias.org.uk/</p> <p><i>Other Useful Links:</i></p> <p>Children and Family Health Devon - https://childrenandfamilyhealthdevon.nhs.uk/</p> <p>Devon Children and Families Partnership https://www.dcfp.org.uk/</p> <p>British Dyslexia Association - https://www.bdadyslexia.org.uk/</p> <p>National Autistic Society - https://www.autism.org.uk/</p> <p>Devon School Nurse Service - https://www.devon.gov.uk/children-families-education/child-family-support/health/public-health-nursing-school-nursing/</p> <p>Devon's ordinary available inclusive provision - https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/</p> |
| <p>Where can I find out about other services that might be available for our family and my child?</p> | <p>Devon County Council aim to identify special educational needs and disability (SEND) as early as possible and provide the right support built around the needs of children and young people.</p> <p>Please see below for a link to DEVON'S LOCAL OFFER. Here at Decoy, we are proud to be contributing to this overarching offer of support.</p> <p>https://www.devon.gov.uk/children-families-education/send-local-offer/</p> |

Report shared with Governors on 8th December 2025