

Name of SENDCo: Vikki Moore

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Name of SEND Governor: Mathew Loach

Introduction & Ethos

Our ethos is 'Working together, growing together, all to flourish'. Our core values are Respect, Love, Responsibility, Wisdom, Integrity, and Grit. These values underpin our inclusive approach and commitment to supporting every child to thrive.

Holsworthy C of E Primary is a mainstream school committed to inclusion for all children, whatever their needs. In line with the SEND Code of Practice (2014), we recognise the four broad areas of need:

- Communication and Interaction – Pupils may have difficulty expressing themselves, understanding language, or using social rules of communication. This includes children with Autism Spectrum Condition or with Speech and Language needs.
- Cognition and Learning – Pupils may learn at a slower pace than peers and need support with literacy, numeracy, or understanding new concepts.
- Social, Emotional and Mental Health (SEMH) – Pupils may experience anxiety, depression, or other mental health challenges, which can lead to withdrawal or behaviours that impact learning.
- Sensory and/or Physical Needs – Pupils may have visual or hearing impairments, physical disabilities, or multi-sensory needs requiring adaptations.

All clubs, trips, and activities at Holsworthy C of E Primary are inclusive and available to all pupils. Clubs change termly and are mainly led by school staff. The SENDCo works with staff (and external providers) to complete risk assessments and, where necessary,

seeks advice from Devon SEND specialists. Additional adult support is provided when needed to ensure safe participation.

We also ensure pupils with SEND have a voice in school life, including representation on our Flourishing Voices Council.

Our SEND profile reflects a wide range of needs across these four areas, with a particularly high number of pupils with Communication and Interaction needs.

SEND Category	Number of Pupils	Percentage
Communication & Interaction	51	66.2%
Cognition & Learning	10	13.0%
SEMH	16	20.8%
Sensory/Physical	4	5.2%
Specific Learning Difficulty	5	6.5%

(Percentages exceed 100% slightly because some pupils have multiple areas of need.)

We are an [OPAL](#) school. This approach to play promotes inclusive play opportunities, which support pupils with SEND in developing social skills, communication, and emotional regulation

SEND Vision & Specialist Provisions

We aim to provide a nurturing, inclusive environment where all pupils can flourish. Our specialist provisions include:

- **Sherwood:** A calm, restorative space for emotional regulation and readiness for learning.
- **The Canopy:** Outdoor SEMH provision offering therapeutic, nature-based experiences.
- **The Orchard:** KS2 specialist classroom providing personalised curriculum for pupils working well below age-related expectations

Identification & Assessment

At Holsworthy C of E Primary, every teacher is a teacher of SEND, and all staff understand the importance of identifying additional needs early and putting effective support in place quickly. The identification and assessment of SEND is embedded in our whole-school approach to monitoring the progress and wellbeing of every pupil using a graduated approach.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement, and provide ongoing CPD to strengthen teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (SEND Code of Practice, 2014).

When children join our school, we assess their skills and attainment, building on information from previous settings. This helps us identify any areas of difficulty early and plan appropriate support. For pupils with an existing SEND diagnosis, we work closely with families and external professionals to ensure a smooth transition and a clear understanding of their needs.

Teachers and senior leaders monitor pupil progress at least termly. If a child's progress slows or falls behind—academically, socially, or emotionally—we adapt classroom strategies and use Devon's Ordinarily Available Inclusive Provision and Targeted Support Framework (2025–2026) to guide our approach. Where needed, we provide targeted interventions such as precision teaching, speech and language groups, or SEMH support. Parents/Carers are kept informed and their input is valued throughout.

If concerns remain, we work with families to carry out a more detailed analysis of the child's needs. Sometimes slower progress may be linked to external factors such as absence or emotional challenges, but it can also indicate an underlying special educational need. In these cases, and always in consultation with parents/carers, we may seek advice or assessment from external specialists such as an Educational Psychologist or specialist teachers. Parents are invited to be part of these discussions whenever possible.

We use a range of assessment tools and consider:

- Previous progress and attainment compared to peers

- Teacher observations and professional judgment
- Parent/carer views and developmental history
- The child's own voice
- Advice from external agencies where appropriate

The purpose of this process is to identify what additional resources or approaches will help the child make better progress.

If you believe your child may have an unrecognised SEND need, please speak to your child's class teacher in the first instance. Our SENDCo, Vikki Moore, is also available to support and advise.

Support & Interventions

If a pupil is identified as having SEND, their class teacher and the SENDCo will review everything we know about the child to decide what support is needed. This may involve adapting teaching within the classroom or providing something additional or different.

Where SEND provision is required, we work closely with pupils and families to create a MyPlan. This will usually include 2–3 specific targets for your child to work on over a term and detail specific interventions/strategies to support them in achieving these. MyPlans are reviewed at the end of each term by the teacher, parent, and child, and new targets are agreed. We are happy to meet sooner if parents request it.

If a child makes good progress with this additional support (but would not maintain progress without it), they will continue to be identified as having SEND. If they can sustain progress without additional resources, they will no longer be identified as having SEND. Parents are always informed of any changes.

Some pupils also have a Pupil Profile, which is used where a high level of reasonable adjustments is made in school to support their needs.

For more information about Education, Health and Care Plans (EHCPs), please see the glossary or speak to our SENDCo.

If a child continues to make limited progress despite purposeful and graduated support, the school or parents can request an Education, Health and Care (EHC) needs assessment from the Local Authority.

This is a formal process to decide if an Education, Health and Care Plan (EHCP) is needed to meet the child's needs.

Evidence from My Plans and Team Around the Family (TAF) meetings will support the request.

If an EHCP is issued:

- It sets out the child's needs, outcomes, and provision across education, health, and care.
- The Local Authority reviews the EHCP at least annually. The school will arrange and host this review with parents and professionals.

We work closely with families throughout this process. If you feel your child may need an EHCP, please speak to the SENDCo. More information is available on [Devon's Local Offer](#).

Some of the interventions we offer are: Zones of Regulation, Sensory Circuits, Precision Teaching, Toe-by-Toe, Plus 1, Power of 2, Mentoring, Counselling, Relational Check-ins, Funfit, Circle of Friends, Social Skills groups, Fast Track Phonics and Speech and Language.

Working with Parents/Carers & Pupils

At Holsworthy C of E Primary, MyPlans and Pupil Profiles are reviewed termly in a meeting with the class teacher, parents, and the child (where appropriate based on maturity and agreement). These meetings focus on progress against agreed targets using assessment information. If a child does not attend, their views are gathered beforehand so they are represented.

For pupils with an Education, Health and Care Plan (EHCP), an annual review is led by the SENDCo to evaluate the effectiveness of provision over the year. If parents cannot attend, we offer home visits or telephone consultations.

The SENDCo monitors MyPlans and Pupil Profiles each term to ensure targets are specific, measurable, and relevant.

The SEND Code of Practice (2014) defines inadequate progress as:

- Significantly slower than peers from the same baseline

- Failing to match or better previous progress
- Failing to close the attainment gap
- Widening the attainment gap

We measure the impact of all support to ensure it is effective and adapt provision where necessary.

Wellbeing

Supporting children's wellbeing is central to our ethos of "Working together, growing together, all to flourish." Every day, pupils take part in daily worship, which focuses on the school value for that half term, helping children reflect on respect, responsibility, love, wisdom, integrity, and grit. Alongside this, we have a dedicated timetabled behaviour curriculum, which teaches children how to build positive relationships, make thoughtful choices, and work collaboratively—rooted in our relational approach.

We have a designated pastoral team who provide daily support for children and families. All staff receive regular CPD in relational approaches, ensuring consistency across the school. In addition, we have EBSA-trained staff (Emotionally Based School Avoidance) to support pupils struggling with attendance due to anxiety or emotional needs.

For children who need additional support, we offer:

- 1:1 and small group pastoral sessions to help with anxiety, anger, or emotional regulation
- Relational check ins, mentoring and counselling sessions
- Lunchtime and playtime support through structured activities (e.g. an indoor calm club, small group Canopy lunch club, peer support from our young leaders etc)
- Adults to meet and greet vulnerable children for a calm start
- Support for medical needs, including toileting and medication administration
- Relational Support Plans and Co-Regulation Plans
- Comic Strip Conversations to help children process incidents or worries
- Sensory circuits at key points, including the end of the day

If further support is needed, and with parental consent, the pastoral team can access additional help through the Right for Children process and set up a Team Around the

Family meeting. This may involve external agencies such as Family Support Workers to assist with routines, boundaries, and home strategies.

Staff Expertise & CPD

Our SENDCo (Vikki Moore) is completing the NPQ SEND course. The Headteacher (Amy Symons) holds the SENDCo qualification. We have a dedicated SEND team with leads for Early Years, Communication and Interaction, SEMH, and SPLd who work with the SENDCo and whole staff team.

We provide regular whole-staff CPD as all teachers are teachers of SEND. Teachers and teaching assistants have had the following training in the last academic year:

- Neurodiversity PINS Project
- OAIP (Ordinarily Available Inclusive Provision)
- Developmental Language Disorder
- Blank Language Levels
- Widgit
- Deaf and hearing impairment awareness
- Visual impairment awareness
- Visual aids eg. visual timetables, task planners
- The use of technology to support pupils with SEND

When required we seek specialist support from the following services to support and train staff.

- Educational Psychology Service
- Speech & Language Service
- Nursery Plus
- Occupational Therapists
- Advisory Teachers for Communication & Interaction
- The Social, Emotional and Mental Health Team
- Advisory Teachers for Hearing or Visually Impaired pupils
- Advisors for pupils with physical disabilities

- Dyslexia & ICT Advisory Teachers

Future developments include becoming a Mental Health Support Team school.

Accessibility

We have ramps, lifts, handrails, coloured tape for visual impairments, iPads linked to class screens, sound field systems, and a calm sensory space (Sherwood). See our Accessibility Policy for further information: <https://www.holsworthy-primary.devon.sch.uk/wp-content/uploads/2025/08/Accessibility-policy-2025.pdf>

Transition Support

We hold transition meetings for SEND pupils and provide enhanced visits to secondary schools. Continued support is offered during the initial stages of Year 7.

Complaints Procedure

If you have any queries or concerns about your child's learning, emotional wellbeing, medical needs, behaviour, social development, or family circumstances that may be affecting them, please speak to your child's class teacher first. They may arrange a further meeting with our SENDCo, Vikki Moore, to discuss next steps and plan support. Vikki is an experienced and qualified teacher and is currently completing the NPQ in Leading SEND.

Our Deputy SENDCo and Pastoral Lead Megan Lewis works alongside Vikki, supported by our dedicated pastoral team, who are available Monday–Friday to provide daily support for children and families. All staff are trained in relational approaches, and we have EBSA-trained staff to support pupils with emotionally based school avoidance.

You can contact the team via:

- School office: 01409 253700
- Email: admin@holsworthy-primary.devon.sch.uk
- Or by visiting the school office in person

If no one is available immediately, we will call you back as soon as possible.

If you have concerns or complaints about SEND provision, please contact Vikki Moore (SENDCo) or Amy Symons (Headteacher). The SEND Governor can also be contacted via the school office.

For formal complaints, please refer to our [Complaints Policy](#):

Please note: In some cases, complaints cannot be investigated by the school. Usually this is where a child is being assessed for an Education, Health and Care Plan (EHCP) - parents have a statutory right to appeal decisions made by the Local Authority. The SENDCo can support in this appeals process.

Complaints Policy: <https://www.holsworthy-primary.devon.sch.uk/wp-content/uploads/2023/01/Complaints-Policy-July-2021.pdf>

Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is called the 'Local Offer.' The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Parents/carers are encouraged to visit the <https://www.devon.gov.uk/education-and-families/send-local-offer/> Devon County Council Local Offer website.

Parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Glossary of Terms

SEND: Special Educational Needs and Disabilities.

EHCP: Education, Health and Care Plan – a legal document outlining support for children with complex needs.

My Plan: A personalised support plan co-produced with pupils, parents, and staff to outline strengths, barriers, and targets.

OAIP: Ordinarily Available Inclusive Provision – support and strategies available to all pupils within mainstream settings.

SEMH: Social, Emotional and Mental Health – a category of need involving emotional regulation and mental wellbeing.

Cognition and Learning: Difficulties related to acquiring knowledge and skills, including memory, reasoning, and problem-solving.

Communication and Interaction: Needs involving speech, language, and social communication skills.

Sensory and/or Physical Needs: Needs involving physical disabilities or sensory impairments such as vision or hearing loss.

SLCN: Speech, Language and Communication Needs – difficulties with speaking, understanding, or using language.

SpLD: Specific Learning Difficulties – includes dyslexia, dyscalculia, dyspraxia, and dysgraphia.

ASD: Autism Spectrum Disorder – a developmental condition affecting communication, behaviour, and social interaction.

ADHD: Attention Deficit Hyperactivity Disorder – a condition affecting attention, impulse control, and activity levels.

LAC: Looked After Child - child in the care of the local authority.

DSL: Designated Safeguarding Lead – the person responsible for child protection in the school.

CPD: Continuing Professional Development – training and learning activities for staff to improve their skills.