



High Bickington C of E Academy



SEND Information Report

September 2026

"Let your light shine"

Local Offer

The *Local Offer* is a description of locally available provision across education, health and social care in Devon. It sets out what provision can be expected from schools, the Local Authority and other specialist services.

It is published online here:

[Devon's SEND Local Offer](#)

SEND Policy

The *SEND Policy* is a description of the vision and values underpinning our approach to SEND.

It is published on the school's website here:
[High Bickington School - Special Educational Needs](#)

SEN Information Report

The *SEN Information Report* clearly communicates how the school implements our SEND Policy and provides information on the types of support available for children at Pilton Infants'.

It is designed to provide information on who can help and how this help can be accessed.

Our School Vision



Let your light shine: Life, Love and Learning to the Full

- At High Bickington C of E Academy, we aim to help each child shine their light; to foster their own self esteem as well as to make a difference to the world around them. We work to build the foundations of life in all its fullness underpinned by our Christian values of *Love, Respect, Perseverance, Truthfulness, Forgiveness* and *Friendship*, where we understand what it means to be loved and to love others within our school and our local, national and global community.
- Fundamental to our vision to educate for life in all its fullness, we are inspired by Jesus' teaching about how each one of us can shine our light to change the world around us. This inspires us to build a school community where all are valued, all contribute and all belong.



Our Shared Vision for Inclusion

- As a Trust, we embody the ethos of 'Life, Love, and Learning to the Full' which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.
- At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of 'Life, Love, and Learning to the Full' encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.
- We take great pride in our achievements and the positive impact we've made on the lives of children in North Devon. Looking forward we remain dedicated to creating enriching experiences and lifelong memories for our children.
- As a Trust, we strive to create inclusive teaching environments that offer all pupils, no matter their needs or abilities, access to a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.





Our Drivers

BUILDING LEARNING POWER

[FIND OUT MORE](#)

BUILDING FUTURES

[FIND OUT MORE](#)

BUILDING COMMUNITY

[FIND OUT MORE](#)

BUILDING SELF ESTEEM

[FIND OUT MORE](#)

Our Trust drivers provide us with a shared understanding and common purpose of what we want to achieve for all children, including those with SEND. We want children to be confident and resilient learners who understand their uniqueness, celebrate differences and are able to face challenges.

Please read on to find out more about how we use these drivers to support those with SEND.



Building Learning Power



At High Bickington Academy, support for children with Special Educational Needs (SEN) is embedded within the Building Learning Power (BLP) framework, which promotes inclusive, lifelong learning through four key components: resilience, reciprocity, resourcefulness, and reflectiveness. This approach helps all children, including those with SEN, develop essential learning behaviours such as perseverance, collaboration, curiosity, and self-awareness. By using a shared language around learning and celebrating these qualities across the school, children are empowered to understand how they learn best and are supported to overcome challenges, build confidence, and thrive both academically and personally.

Building Futures



- Big Event trips, TEAM sporting events and residential visits broaden horizons, build independence, and increase aspirations.
- Health and Safety talks and a comprehensive PSHE/RSE curriculum teach pupils how to stay healthy, safe, and manage risk.
- Transition support at the end of KS2 includes personalised plans, extra visits, and close liaison with secondary schools.





Building Community



- Students with SEND are fully supported and encouraged to take part in all school activities, including trips, off-site visits, and extra-curricular events.
- Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events
- Our “Building Community” curriculum ensures every pupil, including those with SEND, participates in rich local experiences.
- Inclusive opportunities are offered for pupils to engage in international partnerships and global learning, including British Council initiatives and cultural exchanges. Activities are adapted and supported to meet individual needs, ensuring all pupils can contribute meaningfully and benefit equally from both local and global learning experiences.

Building Self Esteem



- Emotional and social development is central to our *Life, Love and Learning to the Full* vision.
- Strong safeguarding and pastoral care ensure all children, including those with SEND, feel safe, valued, and heard.
- Regular check-ins and opportunities to share feelings support emotional well-being.
- Curriculum and school culture promote kindness, empathy, confidence, and resilience.
- Anti-bullying is actively taught and reinforced; concerns are addressed quickly and effectively.
- Focus on building self-esteem helps children grow into confident, well-rounded individuals.

Ordinarily Available Inclusive Provision

- *Ordinarily Available Inclusive Provision* (OAIP) describes the inclusive provision and practice that all Devon schools should be able to provide for all children, including those with SEND, from within their own resources.
- All children should be supported to attend, engage and thrive in their school. The framework is intended to support schools to reflect on and develop their inclusive provision to benefit all children, including those with SEND.
- The framework describes approaches, provision and practice that are **helpful to all, harmful to none and crucial for some**.



"We want all young people in Devon, including those who may have SEND, to have the right support at the right time and in the right place to help them achieve, aspire and develop well, physically, mentally and academically alongside their friends and peers."

– Councillor Lois Samuel, the Council's Cabinet Member for SEND Improvement

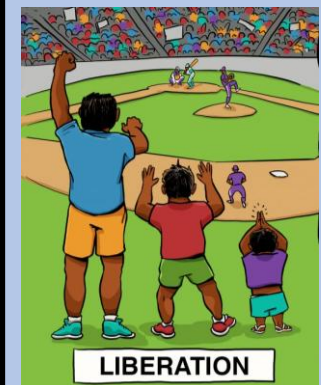
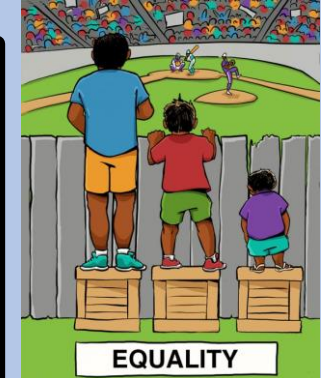
How will High Bickington support my child?



- The *SEND Code of Practice* is clear that a school's SEN Information Report should be aligned to the expectations set out in the *Local Offer*.
- Devon's Ordinarily Available Inclusive Education Framework has also been designed to support schools to communicate their inclusive provision to children, parents and carers.
- We have therefore decided to base our SEN Information Report around the ten areas that make up Devon's Ordinarily Available Inclusive Education Framework to demonstrate how we support the children at Pilton Infants'.

Background

- Other words that might be used interchangeably with OAIP include universal provision, inclusive practice and high quality teaching.
- In Devon, we will be promoting consistent use of the terminology *Ordinarily Available Inclusive Provision* to avoid confusion and enable a shared understanding.
- The framework recommends strategies that anticipate and therefore prevent common barriers to learning and supports the equity of access to education.
- It also describes simple adjustments and additions teachers can make to their practice, to enable positive learning environments for all students.
- These strategies will enable teachers to adapt their teaching to respond to the strengths and needs of all pupils.



Leadership and Culture

For **ALL** children:

- Clear, values-driven leadership rooted in the school's vision (e.g. *Life, Love and Learning to the Full*) that sets high expectations for inclusion, wellbeing, and achievement.
- Whole-school commitment to a positive, nurturing culture where every child feels safe, respected, and able to thrive.
- Staff training and CPD focused on safeguarding, SEND, mental health, and inclusive practices to build confident, well-informed teams.
- Collaborative leadership approach, involving SLT, teachers, support staff, and governors in driving improvement and maintaining a shared ethos.
- Pupil voice is valued and acted upon, with regular opportunities for children to contribute to school decisions and express their views.
- Inclusive curriculum and behaviour policies that reflect and celebrate diversity, promote equality, and ensure high standards are maintained for all.
- Strong partnerships with parents, carers and the wider community to reinforce a shared culture of support and high expectations.

For those with **SEN**:



Francesca Trofa

admin@high-Bickington-
primary.devon.sch.uk

Relational Practice



For **ALL** children:

- Prioritising strong, trusting relationships between staff and pupils to create a safe, respectful, and supportive learning environment.
- Consistent use of restorative approaches to resolve conflict, repair relationships, and promote accountability.
- Staff model positive communication, empathy, and emotional regulation, helping children develop these skills themselves.
- Whole-school approach where relational practice underpins behaviour, wellbeing, and inclusion policies.

[High Bickington's Positive Relationships & Behaviour Policy](#)

For those with **SEN**:

- Relational Support Plans (RSPs) are used to personalise support for pupils with SEN, focusing on building secure, trusting relationships to help them feel safe and understood.
- Co-regulation Plans are developed for children who need help managing emotions, providing consistent strategies for adults to support emotional regulation in a calm and connected way.
- Staff are trained to use relational and trauma-informed approaches, recognising the individual needs and experiences of children with SEN.
- Behaviour is seen as communication, and responses are focused on understanding underlying needs rather than simply managing behaviour.
- Support plans are created in partnership with pupils, parents, and other professionals, ensuring a shared, consistent approach.
- Restorative conversations and repair opportunities are built into the day to support emotional growth and relationship building.
- Predictability, connection, and consistency underpin daily routines and adult responses, helping SEN pupils feel secure and regulated.

Teaching and Learning



For **ALL** children:

- High-quality, inclusive teaching is the foundation for supporting all learners, with lessons designed to be engaging, accessible, and challenging.
- Clear learning intentions and success criteria help children understand what they are learning and how to achieve it.
- Adaptive teaching strategies are used to meet diverse learning needs within the classroom, ensuring every child can access the curriculum.
- Regular assessment for learning informs planning and helps teachers respond to children's progress and misconceptions in real time.
- Positive relationships and high expectations create a learning culture where all children feel motivated, supported, and valued.
- Collaborative learning opportunities promote teamwork, communication, and problem-solving skills.
- Use of visual supports, scaffolding, and practical resources helps all children, including those who need extra support, to succeed.

For those with **SEN**:

- The curriculum is adapted, not reduced, to ensure pupils with SEN access the same broad and balanced learning as their peers, with the right level of support.
- Adaptive teaching strategies (e.g. chunking instructions, pre-teaching, use of visuals, and scaffolding) are embedded to meet individual needs within lessons.
- Personalised learning goals are set where appropriate, aligned with Education, Health and Care Plans (EHCPs) or individual support plans.
- Multisensory approaches and practical learning opportunities are used to enhance understanding and engagement.
- Use of assistive technology and tailored resources (e.g. overlays, word banks, writing frames) supports independence and access.
- Flexible grouping and adult support ensure pupils can work in ways that build confidence, encourage collaboration, and reduce barriers to learning.
- Close tracking of progress allows teachers to review and adjust support regularly, ensuring the right level of challenge and scaffolding.

Learning Environment



For **ALL** children:

- Calm, well-organised classrooms promote focus, independence, and a sense of safety for all learners.
- Clear visual cues and routines help children understand expectations and reduce anxiety or uncertainty.
- Flexible spaces allow for group work, quiet reflection, and movement-based learning, supporting different learning styles.
- Consistent use of positive behaviour strategies ensures children feel respected, valued, and secure across all areas of the school.
- Access to calm or regulation areas supports emotional well-being and self-regulation throughout the day.
- Children are involved in shaping their learning spaces, promoting ownership, responsibility, and pride in their environment.

[TEAM Accessibility Plan](#)

For those with **SEN**:

- Learning environments are adapted to meet individual needs, including low-stimulation areas, visual supports, and personalised workstations where required.
- Use of visual timetables, now/next boards helps children with SEN navigate the day and build independence.
- Access to calm or sensory spaces is provided for regulation, reflection, or recovery when needed.
- Assistive tools and technology (e.g. noise-cancelling headphones, sloped desks, fidget tools) are available based on individual needs.
- The school site is accessible, with ramps and accessible entrances/exits to key areas of the school.
- Toilets and hygiene facilities are adapted to be accessible, with space and support for pupils who need additional help.
- Environmental audits are conducted as needed to ensure that the physical and sensory environment supports the inclusion of all learners.

Assessment and Planning

For **ALL** children:

- Ongoing formative assessment is used to identify next steps and adapt teaching to meet the needs of all learners.
- Clear learning objectives and success criteria help children understand their progress and how to improve.
- Summative assessments are used alongside teacher judgment to track attainment.
- Feedback is meaningful, timely, and focused on improvement, helping children take ownership of their learning.
- Planning is responsive and inclusive, taking into account different learning styles, interests, and abilities.

For those with **SEN**:

- Children with SEN have individual Support Plans that outline their specific needs, outcomes, and the strategies in place to support them.
- Support Plans are co-produced with input from teachers, the SENDCo, parents/carers, and where appropriate, the child, ensuring a shared understanding of goals and provision.
- Progress towards outcomes is reviewed each term, to assess the impact of support and make any necessary adjustments.
- Reviews are evidence-informed, drawing on classroom observations, assessment data, and pupil voice to evaluate both academic and developmental progress.
- Targets on Support Plans are SMART (Specific, Measurable, Achievable, Relevant, Time-bound..

SEN Support Plan			
Name	Year/Class	SEN Status: SEN support	Primary area of need: C&L, C&L, SEMH, S&P Any official diagnosis:
Areas of Strength		Summary of needs/barriers to learning	
High quality, daily inclusive teaching strategies (up to 5)			

Devon

Staff Knowledge, Skills, Training and Use of Expertise



For **ALL** children:

- All staff receive regular CPD to maintain high-quality, inclusive teaching practices and keep up to date with educational developments.
- Training is aligned with school priorities, including safeguarding, mental health, adaptive teaching, and behaviour support.
- Teachers and TA's work collaboratively, sharing expertise and strategies to meet the needs of all learners.
- Experienced staff model effective practice, mentoring newer colleagues and contributing to a strong, supportive learning culture.
- Use of external specialists helps staff deepen understanding and improve support for pupils with more complex needs.
- Staff reflect regularly on practice to continuously improve teaching and learning.
- Everyone shares responsibility for pupil success, promoting a whole-school culture of inclusion and high expectations.

For those with **SEN**:

- Staff at High Bickington Academy are trained to identify and support a wide range of SEN with support from Team Academy and the SENDCo.
- Teaching Assistants and class teachers receive regular CPD in evidence-based strategies such as precision teaching, scaffolding, and structured interventions.
- Mrs Sprenger and Mrs Humphrey support families with personalised advice, resources, and Early Help.
- We work closely with external professionals to secure additional expertise, including: Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Communication and Interaction Team (C&I Team), Behaviour Support Services, Visual and Physical needs team and Nursery Plus.
- Health and social care partners are engaged through Early Help, multi-agency meetings, and when coordinating support for EHCPs.
- Referrals to CAMHS, School Nursing Team, and Paediatricians are made when needed to support mental and physical health concerns.
- We actively involve parents and carers in every step of the SEN support process, ensuring they feel supported and informed.

Attendance and Belonging



For **ALL** children:

- A strong culture of belonging is fostered through positive relationships, inclusive practice, and celebration of individuality.
- Attendance is closely monitored, with early support offered to families where patterns of absence begin to emerge.
- Clear routines and warm welcomes help children feel safe, settled, and ready to learn each day.
- Children are known well by staff, helping build strong connections that encourage regular attendance and emotional security.
- Staff member trained in 'Supporting School Attendance: Understanding Emotionally Based School Avoidance (EBSA) and What to Do About It', helping the school to identify and support pupils experiencing emotional barriers to attendance.

[High Bickington - School -
ATTENDANCE](#)

For those with **SEN**:

- We recognise that children with SEN may face additional barriers to regular attendance, including anxiety, sensory overload, or emotional-based school avoidance (EBSA).
- Support is personalised, including phased returns, flexible timetables, and access to calm or sensory spaces as needed.
- Relational approaches and trusted adult relationships help children feel safe, valued, and supported to attend regularly.
- Belonging is prioritised, with inclusive practices that ensure children with SEN are fully included in school life, celebrations, and classroom communities.
- Regular communication with families ensures shared understanding of attendance concerns and collaborative planning for support.
- Risk assessments and individual attendance plans may be developed to guide reintegration and reduce anxiety triggers.
- Multi-agency involvement is sought when necessary (e.g. Educational Psychologist, CAMHS, Early Help) to provide holistic support for the child and family.

Transitions



For **ALL** children:

- Transition activities are planned across the summer term, including classroom visits, story sessions, and time with new staff.
- Moving between our split site (Reception to KS1) transition includes lunchtime visits, weekly Celebration Assembly, transition days, whole school activities.
- Year 6 residential trip with other schools in TEAM Academy helps pupils build confidence, independence, and social connections ahead of secondary transition.
- School trips with other schools in TEAM Academy promote collaboration and broaden peer networks across different settings.
- Year 6 pupils experience a structured transition programme, including visits to secondary schools, meeting key staff, and opportunities to ask questions.
- Staff handover meetings ensure continuity, with information about each child's learning, strengths, and needs shared in full.
- Relationships are prioritised, with time given to build trust between pupils and their new adults and peers.

For those with SEN:

- Children with SEN are given additional, personalised support during transitions to reduce anxiety and ensure continuity of care and learning.
- Enhanced transition programmes are offered, including extra visits to new classrooms or settings, social stories, photo books, and 'meet the teacher' sessions.
- One-page profiles and SEN Support Plans are shared with receiving staff to ensure a smooth handover of needs, strategies, and successful approaches.
- Secondary transition is carefully coordinated, with early planning meetings involving the SENDCo, receiving school, child, and family

[High Bickington - School -
Admissions](#)

Working in Partnership with Parent Carers



For **ALL** children:

- We value the knowledge and experience of parent carers as key partners in their child's education.
- Regular communication is maintained through meetings, BAAB (termly Book And A Biscuit) phone calls, emails, and informal check-ins.
- We offer opportunities for parents to give feedback and contribute to school improvement.
- Workshops, information sessions, and resources are provided to support families.
- Building trust and strong relationships with families helps ensure the best outcomes for all children.

For those with **SEN**:

- We actively engage parents of children with SEN as essential partners in planning and supporting their child's education.
- Regular communication is maintained through meetings, phone calls and emails.
- Parents are invited to contribute their insights and priorities when setting learning targets and support plans.
- We offer regular reviews, including termly SEN Support Plan meetings and annual reviews, where parents can discuss progress towards outcomes.
- Parents are encouraged to share observations from home to help inform and adjust support.
- We provide information and guidance to help parents understand the SEN process and how to support their child effectively.

["Working Together for our Children"](#) Leaflet

Working in Partnership with Children



For **ALL** children:

- Our approach is child-centred, supporting each child's individual needs and interests.
- We actively listen to children and involve them in decisions about their learning.
- All children are included and supported to fully participate in school life.
- Our School Council gives pupils a voice in school decisions, helping them develop leadership, teamwork, and confidence while making a positive impact on school life.
- We provide a safe, respectful environment where every child feels valued.
- Staff are trained to promote pupil voice, inclusion, and positive relationships.

For those with **SEN**:

- We actively listen to the views of children with SEN to ensure their voice is central to their support.
- Pupils are encouraged to share what helps them learn best and what they find challenging.
- Regular reviews (e.g. termly SEN Support Plans or annual reviews) include pupil input and reflection.
- Staff use age-appropriate and accessible methods (e.g. visuals, prompts, one-to-one discussions) to support communication.
- This helps build confidence, ownership of learning, and ensures support is meaningful and personalised.

How will I know if my child has SEN?

- Making ordinarily available inclusive provision available to all children means that fewer will require additional targeted support.
- Where OAIP is not meeting the child's educational needs and support is required that is '**additional to and different from**' support which is available to other children of the same age, then a child or young person is identified as having *special educational needs*.
- **All** children in mainstream schools will be able to have at least some of their needs met through ordinarily available inclusive provision, **some** children may need some provision that is part of the ordinarily available targeted support and a **few** children will need external or specialist assessment, advice or support.



In line with the *SEND Code of Practice*, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.



Department
for Education

Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years –
January 2015)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)



Department
for Education



Department
of Health

**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations who
work with and support children and young
people with special educational needs and
disabilities

What if my child has a diagnosis, disability or identified need?

- Under the *Equality Act 2010*, a disability is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- Finding out your child has a disability, specific diagnosis e.g. ADHD or Autism or an identified need e.g. hearing impairment, slow processing speed or poor working memory, can be a confusing and emotional time.
- As well as dealing with your own concerns, you may also need to offer advice to other family members and coordinate contact and information from a number of different professionals. At some stage you will want to find out more about your child’s condition, need or disability itself.
- To help capture all of this valuable and important information about your child, we will work with you to develop a ‘*Pupil Passport*’ that can then be shared with all adults who support them.
- At Pilton Infants’ all children at **SEN Support**, with an **EHCP** and those with a **Highlighted Need** will have a pupil passport.

Things I like/am good at:

I would like you to know that:

In the future I would like to:

It would help me if you could:

I will help myself by:

Children will be identified as having a ‘*Highlighted Need*’ when they have a disability, specific diagnosis or identified need that can be met within the school’s OAIP.

How are decisions made about what support my child needs?

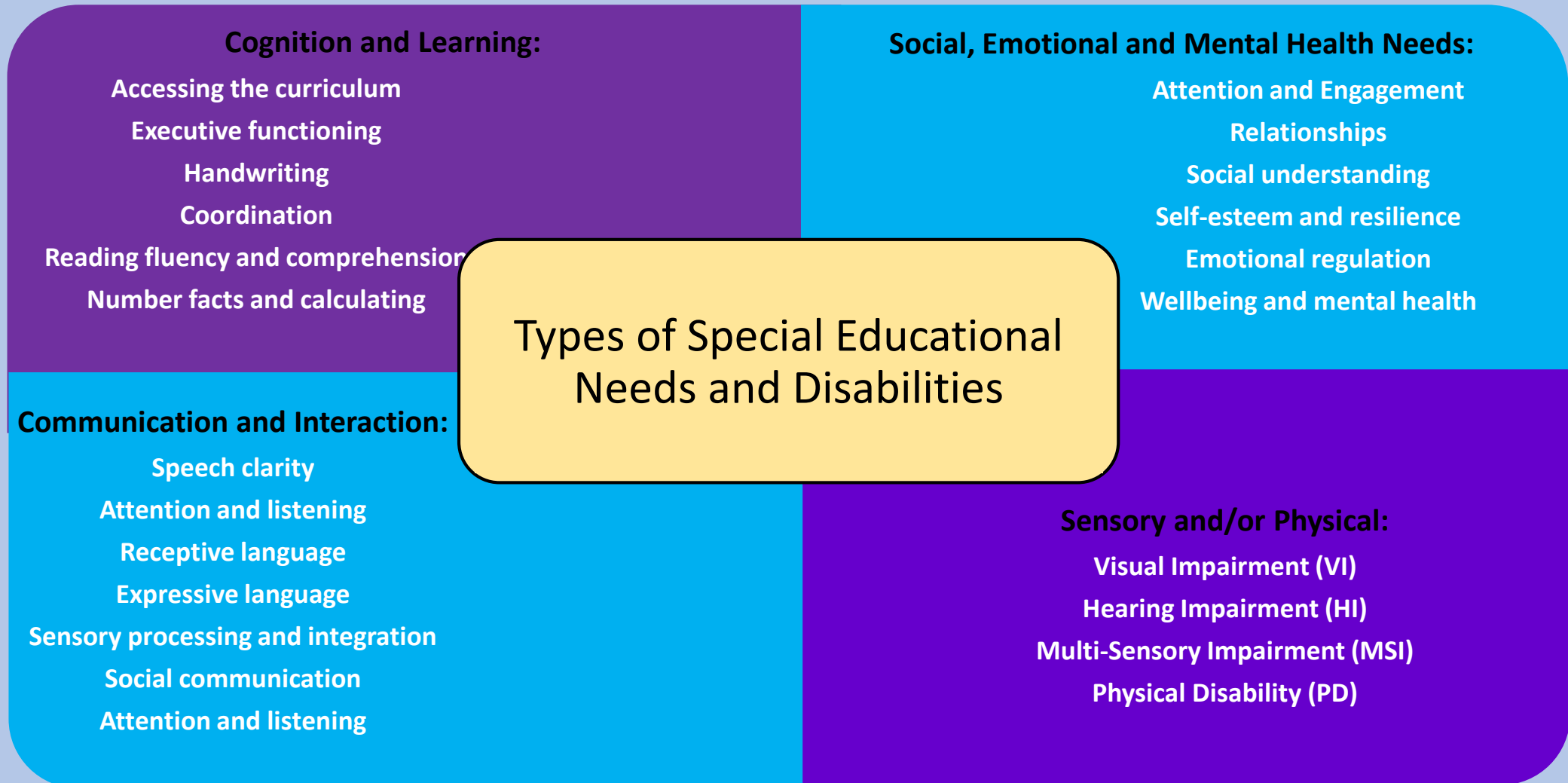
Ordinarily Available Targeted Support

The graduated approach to SEN support



- Where a child is identified as having SEN then the school needs to put the appropriate support and provision in place to remove the barriers to learning.
- This process involves a 4-step cycle of *assess – plan – do – review*. The cycle should be repeated regularly to evaluate the impact of support and interventions so that the child receives more of what is working.
- Successive cycles should draw on more detailed assessments and may involve external support where this is required. This is known as the *graduated approach*.
- The graduated approach is an ongoing form of assessment and support. It is not a single one-time process. This is because the support might not yet be right for the child and/or the needs of a child may change over time and the support will need to adjust to meet this change.
- OAIP remains the foundation of inclusive practice and provision for those children who also require targeted support and/ or specific or specialist inputs.

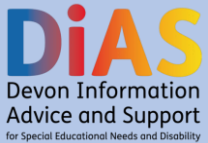
What kinds of SEN are provided for at High Bickington?



What if my child's needs are complex and I feel they can no longer be met by High Bickington's provision?

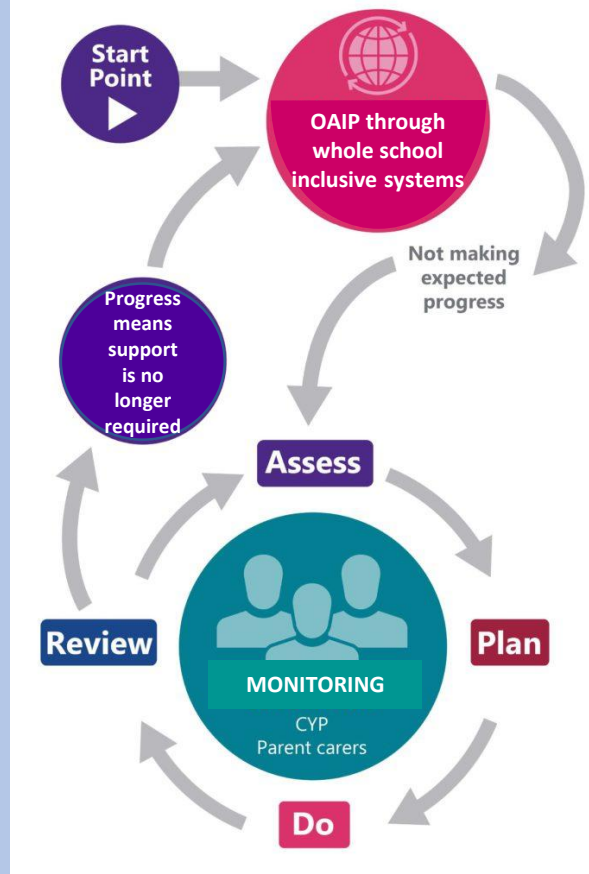


- Where children have more complex needs, we would always do our best to make reasonable adjustments and devise an appropriate plan to meet their needs.
- We recognise however, that as a mainstream setting, it may not always be possible to fully meet the needs of every child and that sometimes this may mean that a move to an alternative/specialist provision is in the best interests of your child.
- We understand that this can be an upsetting and confusing time for families therefore we will:
 - Support you in understanding the process of making a '*Request for Statutory Assessment*' to consider if an Education, Health & Care Plan (EHCP) would be a suitable method of support (if your child doesn't have one).
 - Arrange an '*Early Annual Review*' if your child does have an EHCP, so their placement (Section I) can be reviewed.
 - Put you in touch with support services that may be able to help e.g. Devon Information Advice and Support (DiAS)
 - Ensure we follow the advice laid out by specialist professionals.
 - Consider whether support from our Trust Family Support Worker would be appropriate.
 - Liaise closely with staff at your child's new school should one be identified to ensure the transition is as smooth as possible.



Who should I contact for more information or if I am concerned about my child?

- Your child's class teacher should always be your first point of contact.
- The *SEND Code of Practice* is clear that teachers are both accountable and responsible for the progress and development of all children in their class, including those who access support from other members of staff and external professionals, and those with SEND.
- Where necessary, the class teacher can then liaise with other members of staff e.g. the school SENDCo or escalate your concerns whilst retaining oversight of the provision in place for your child.
- Where your child does not have SEN but there is a shared concern with their progress or development, this may mean that, in the **short term**, they are placed on the school's '*Monitoring List*' whilst this concern is explored further and appropriate provision to support them is identified.
- This is the first step within the school's *graduated approach* and the *assess-plan-do-review* cycle will then be implemented to evaluate the effectiveness of the support in place and decide the most appropriate next steps.

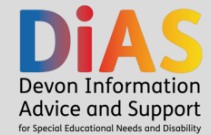


What should I do if I am not satisfied with a decision or what is happening?



- Your first point of contact should be the person responsible – this may be your child's class teacher, the school SENDCo or the Head of School.
- You are encouraged to speak to them first and explain your concerns.
- If you are not satisfied that your concern has been addressed, then please ask for the contact details of the most appropriate senior member of staff.
- If you still feel the issues are unresolved, then please follow the Trust's Complaints Procedure & Policy.
- If your concern is with the Local Authority, then please contact Devon Information Advice and Support (DiAS) or Parent Carer Forum Devon.

[Pilton Infants' School -
TEAM Complaints
Procedure & Policy](#)



[Devon Information Advice
and Support](#)



[Parent Carer Forum
Devon](#)