

SEN Information Report - CPS

Chulmleigh Academy Trust – SEND Information Report (SIR) 2026

What is the SIR?

Under the Special Educational Needs and Disability Code of Practice (2015), each school must provide an overview of how the policy is implemented for pupils with Special Educational Needs (SEN) in the form of an SEN Information report (SIR). This report should be kept up to date with significant changes and published annually. The report differs from the SEND Policy in that the policy details the school’s ethos and approach to SEND whereas the SIR describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

<i>Parent/carers questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
What kinds of SEND do pupils in the school have?	The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability, which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014), We support children who have difficulties across the four main areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional & Mental Health (SEMH) and Physical/Sensory needs.	The kinds of special educational needs for which provision is made at school

<p>How do you know if a pupil needs extra help?</p>	<p>We follow the Graduated Approach, which involves a four-step cycle: Assess, Plan, Do, Review. This process begins at a whole-school level. Teachers continually assess, plan, implement, and review their approach to teaching all pupils, making adaptations where needed.</p> <p>Once a special educational need has been identified, the Graduated Approach becomes increasingly personalised, with more frequent reviews.</p> <p>At Chulmleigh Primary, pupils' learning and progress are kept under constant review using a variety of methods, including:</p> <ul style="list-style-type: none"> Baseline assessments during the first six weeks of the Autumn Term Language Link and Speech Link assessments Observations in class Teacher concerns and feedback Parental concerns Head of School (HoS) concerns Learning walks Book scrutiny and regular checks of pupils' work Assessment data Concerns raised by other staff, including the Pastoral Support Assistant and Teaching Assistants Information received from external agencies <p>These assessment methods help us to identify needs early and ensure that appropriate support is put in place for all pupils.</p>	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>
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<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>Teaching staff support pupils at a level appropriate to their individual needs through effective adaptations within the classroom. This support is continually reviewed and adapted as the child develops and makes progress. Pupils requiring more targeted intervention to access the curriculum may be supported in a range of ways, including:</p> <ul style="list-style-type: none"> • Individual or small-group literacy programmes, such as Talk Boost, IDL, Toe by Toe, Precision Teaching, and 1:1 reading. • Individual or small-group numeracy interventions, such as Pre-Teaching, Power of 2, and Number Stacks. • Individual or small-group social and emotional development interventions, including Thrive techniques, social stories, One Decision PSHE resources, and nurture group provision for individuals and groups of children. • Programmes and strategies recommended by our link Speech and Language Therapist and other external agencies. • Our school's Ordinarily Available Inclusive Practice includes the daily use of strategies and resources such as movement breaks, ear defenders, visual supports, additional processing time, a range of scaffolds to promote independence, assistive technology, wobble cushions, coloured overlays, additional check-ins with pupils as needed, mindfulness approaches to support wellbeing, FunFit and daily sensory circuits. 	<p>The school's approach to teaching pupils with SEND</p>
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<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p>Most pupils follow the same curriculum as their peers; however, this may include minor adjustments and adaptations to meet their individual needs. All teachers are committed to delivering Quality First Teaching. Where pupils have more complex needs, the SEN Lead provides support and guidance to teachers as required.</p> <p>Class teachers know their pupils well and make ongoing adjustments to support individual needs. For example, coloured overlays may be used, alongside Widgit symbols, cream-coloured exercise books, additional sensory breaks, support for working memory, and visual timetables.</p> <p>We also use the Boxall Profile assessment to help identify and understand the needs of pupils experiencing social and emotional difficulties. This enables us to plan and provide appropriate support to help them engage successfully in learning and school life.</p>	<p>How adaptations are made to the curriculum and learning environment</p>
<p>How will the school know how well my child is doing?</p>	<p>We carry out a Baseline Assessment and a Language Link assessment for all Reception pupils when they start school. Ongoing teacher assessment, both formative and summative, take place across all year groups. In addition, all pupils are assessed each term to monitor their progress in Literacy and Numeracy.</p> <p>All children on our SEND register have an Individual Education Plan (IEP), with targets set according to their areas of need. These targets are reviewed regularly by class teachers and monitored by the SEN Lead.</p> <p>Meetings are held with parents to share and discuss these plans at least three times per year.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>

<p>How will I know my child is making progress? How do you check on this?</p>	<p>As a parent/carer you will receive:</p> <ul style="list-style-type: none"> • A school report at the end of the Summer term, providing information about progress, attainment and effort. • An invitation to a Parents Evening every term • Communication through school systems such as MyEd. • Key events aimed at the appropriate year or key stage for your child <p>In addition you may be involved in:</p> <ul style="list-style-type: none"> • Annual Reviews for an EHCP and Team around the Family/Child Meetings if appropriate.) In these meetings, we will provide opportunities for recording the views of parents/carers and the child. • Receiving additional information about specific intervention programmes your child accesses. <p>The school has an open-door policy and encourages parents with questions not to wait. Appointments can be made to see the teacher, SEN Lead or HOS at any time and parents are also encouraged to email any queries.</p>	<p>How the effectiveness of provision is evaluated</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A full programme of extra-curricular activities is made available to all students in all year groups although some activities can be Key Stage or Year Group specific. All activities are supported by the school and fully qualified and trained professionals lead these activities.</p> <p>All reasonable adjustments are made to allow all students to safely access activities and school trips. Qualified and experienced members of staff will accompany students on the activities who will be familiar with the students' needs and support they may require. All activities have a full risk assessment prior to being carried out and part of this process is to support students with additional needs.</p> <p>If an additional risk assessment is required to allow a student to access a given activity or trip this is carried out with parents/carers and relevant external agencies along with input from the destination of any trip or excursion.</p> <p>Staff are always available before and after school and all playtimes are supervised. Provision is made for children who require additional support in accessing playtimes and lunchtimes successfully. There are a variety of clubs available during the lunchtimes and again provision is made to allow all children to access these if they choose to. All clubs are supervised by an adult.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>

<p>How will you support my child's overall well-being?</p>	<p>Your child's class teacher or teachers will be the first point of contact for both child and parent. Children spend the majority of their day with the same small team of adults, who get to know the children very well.</p> <p>Students with medical needs will be supported as per the Supporting Students with Medical Needs Policy. Health Care Plans are developed in conjunction with professionals as per the policy.</p> <p>The administration of any medication would be supervised by an adult and recorded.</p> <p>There are a number of resources in place to support children who need help in managing their social and emotional behaviours such as</p> <ul style="list-style-type: none"> • TA Support in lessons • MTA, TA and Teacher support during playtimes • Lunch time clubs such as sports activities, Lego club, craft club, choir etc. • Timetabled sessions to provide sensory breaks and sensory circuit sessions. • Pastoral sessions • PSHE programme <p>The Head of School will support families with poor attendance. Students are supported to stay safe through the assembly/PSHE/Online Safety programmes delivered at school and updated each year.</p>	<p>Support for improving emotional and social development</p>
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Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	<p>A child's progress is shared with parents/carers through termly reports and through termly parent's evenings. Progress is also discussed and analysed as part of the regular meetings held for students with SEND. The meetings held with the class teacher and SEN Lead (if required) are held three times each year. The SEN Lead can be contacted at any time to discuss a child or answer questions.</p> <p>The school offers a wide range of calendared opportunities to engage with the school throughout the year and this includes....</p> <ul style="list-style-type: none"> • Meet the Teacher Evenings • Parents Evenings • Phonics Meetings • Reading Meetings • SEN Parent Forums • Learning Tours and Parent Workshops that cover different subject areas • Transition Meetings <p>The curriculum covered at each stage of the child's education is made available to parents and can be accessed on the school website.</p> <p>There is a fortnightly newsletter sharing news about what the children are doing in school and keeping parents informed about upcoming events and opportunities.</p>	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education
How will my child be able to share their views?	<p>Students are encouraged to contribute to their own views to their IEP, where it is appropriate, they can express their wishes and feelings and this is then shared with the staff that work closely with them. It will cover things such as what they enjoy in lessons and when they need help what that would look like; if they were becoming overwhelmed or struggling how they might be helped and what they enjoy and dislike about school. This is updated termly as the child grows and more frequently if required. The document is in the student's language and only shared when they are happy with the content.</p>	Arrangements for consulting with children with SEND and involving them in their education
How will you support my child when he/she joins your school or moves class or transfers to a new school?	<p>Where possible, when a child transitions to the school the child and their parents are encouraged to visit and meet with the Head of School and the SEN Lead. A taster day or days are also encouraged in order to give the child and their family and the opportunity to get a feel for the school.</p>	Arrangements for supporting pupils moving between phases of education and preparing for adulthood

	<p>Communication with the previous setting helps ensure helps to ensure that all the relevant information is passed on so that we can be clear about the provision that has already been in place to support the child. Where necessary provision for meeting immediate and specific needs would be put in place before the child started at the school. Communication between school and home would be ongoing and the school would check in with parents regularly in the first few weeks of a child starting at the school. A TAF meeting would be organised during the 1st term to include the family and all professionals in order to ensure that we are meeting all the needs of the child. For children transitioning from Chulmleigh Primary School to Chulmleigh Community College an enhanced transition package is put in place for those children who are identified as requiring additional support. This will consist of getting to know the student and liaising with any relevant professional bodies and meeting with parents. The aim is to provide an insight in to school life and prepare the student for year 7. This will include a tour the school, meeting with key staff, taking photos as appropriate for the family to refer back to and for the SEND team to meet with parents. We also liaise with other receiving Secondary Schools to help facilitate a smooth transition process for all children.</p>	
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Staff skills and wider support		
<p>What skills do the staff have to meet my child's needs?</p>	<p>All students who are new to the school will be discussed and staff updated on the students' needs and the support required.</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>
<p>What specialist services are available at or accessed by the school?</p>	<p>The SEN Lead and wider staff body receive bespoke CPD on key aspects of supporting students with SEND across all subjects. Where appropriate external bodies are invited in to share expertise about working with specific needs that are new to the school/staff.</p> <p>The SEND team are encouraged to access a range of CPD throughout the year, such as</p> <ul style="list-style-type: none"> • Dyslexia • Dyspraxia • Speech and Language Support • Supporting students with their reading • Attachment disorders – supporting students • Mental Health updates • Early Help Forum 	<p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>

	<p>The school accesses the support from a wide range of professional bodies to provide the most appropriate and effective support to all its students. This includes but is not exclusive to:</p> <ul style="list-style-type: none"> Occupational Health Team Communication & Interaction Team Educational Psychologist Education Welfare Officer CAMHS Children’s Social Care & Family Practitioners Hearing Impairment team Diabetes Team Early Help Team Inclusion Team Medical Provision Team Medical professionals as required School Nursing Team Post Adoption Team Clinical Psychotherapist Speech and Language specialists Families in Grief Family Interaction Team Play Therapist 	
<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>Any child that requires additional equipment on a permanent or temporary basis will be supported through a planning meeting with the relevant professionals and a subsequent risk assessment will be carried out by our Health & Safety Officer and SEN Lead This will then be shared and discussed with all relevant staff and updated as required and set out in the risk assessment. The school will seek support from healthcare professionals and medical bodies to ensure that the equipment made available is appropriate and safe to be used.</p> <p>The school is fully wheelchair accessible, and the Accessibility Policy can be found on the school’s website.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p>A child maybe put forward for Testing Access Arrangements by any member of staff working with that child. The Head of School and SEN Lead ask for evidence from the</p>	<p>Information regarding access arrangements</p>

	<p>staff member and then consult with the adults that work with the child. Any child who is not able to access any of the statutory tests will be put forward for disapplication of the test.</p>	
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Accessing advice and support

<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The first point of contact for any parent/carer who has any concerns or questions regarding their child’s education should be their Class Teacher. They will then review the information along with relevant staff members, which forms part of our Graduated Response. This will then be passed onto our Special Education Needs and Disabilities Lead - Theresa Niejadlik</p> <p>The SEN Lead for Chulmleigh Primary School is Theresa Niejadlik who can be contacted at the school. Tel: 01769 580535 or email tniejadlik@chulmleigh.devon.sch.uk</p> <p>Chulmleigh Academy Trust SENDCo is Louise Miller-Marshall. She is based at Chulmleigh Community College. Tel – 01769 580512 or email LMiller-Marshall@chulmleigh.devon.sch.uk</p> <p>Christine Chandler is the director with an oversight of SEND for the Primary Schools. Emily can be contacted on clerk@chulmleigh.devon.sch.uk.</p> <p>If any parent/carer has any concern or query, then they should contact the SENDCo in the first instance to discuss the issue. If required, this can be a meeting to discuss any questions or queries and a plan to address these will be made and communicated as appropriate.</p> <p>We believe that the most effective way to answer any questions or solve any issues</p>	<p>Contact details for the Special Educational Needs Coordinator</p>
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