



Ugborough Primary School

Respect Excellence Friendship

SEND Information Report

Reviewed September 2026



Stronger together every child in a great school



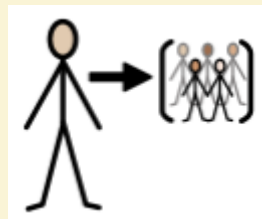
Introduction

At Ugborough Primary School, we are committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND), in accordance with the Special Educational Needs Code of Practice for 0-25 years (2014).

Our expectations for all children, including pupils with SEND:



achieve their best



feel valued and involved



develop skills and independence to achieve a healthy lifestyle and their fullest potential in life

What is a special educational need or disability?

A child has SEND if they need special help to access learning. This can happen if:



They find learning much harder than most children of the same age.



They have a disability that makes it hard to use regular school facilities.

This is according to the SEND Code of Practice 2014. Ugborough Primary School is a mainstream primary school and welcomes all children, including those children with SEND.

The 4 broad areas of need



Special educational needs fall into one of the four categories below:

Communication and Interaction



Includes needs such as:

Speech, language and communication needs (SLCN)

Autism spectrum disorder (ASD)

Cognition and Learning



Includes needs such as:

Specific learning difficulties (SpLD)

Moderate or severe learning difficulties

Dyslexia or dyscalculia

Global developmental delay

Social, Emotional and Mental Health



Includes needs such as:

Attention deficit hyperactivity disorder (ADHD)

Eating disorders

Depression or anxiety

Attachment disorders

Sensory and/or Physical Needs



Includes needs such as:

Visual impairment (VI)

Hearing impairment (HI)

Cerebral palsy

Epilepsy

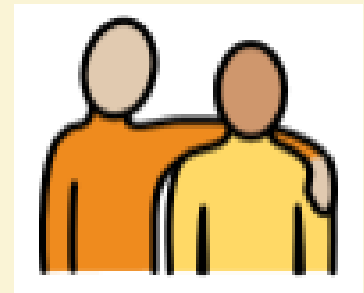
Children with medical needs



Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way in accordance with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Looked After Children

Children who are, or have been, in the care of the local authority are called 'Looked After Children' (LAC). Data shows that the majority of looked of LAC have special educational needs. At Ugborough Primary School, we work diligently to ensure that LAC receive the educational provisions that meet their needs.



Who can help?



Class teachers:

Year F

Miss Warley



Year 1 / 2

Mrs Godfrey



Year 3 / 4

Mrs Jarvis & Miss Slade



Year 5 /6

Mr Kellas



Senior Mental Health Lead

Mrs Jarvis



SENCO

Miss Warley



Head Teacher

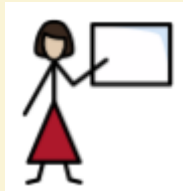
Mrs French



What to do if you think your child has SEND

If you have concerns about your child's needs, please come and speak to us at your earliest opportunity.

Initial point of contact → Second point of contact → Third point of contact
Class teacher SENCO or SMHL Head Teacher



Please make contact through the school office

admin@ugb.westst.org.uk

01752 892489

Staff expertise



Mrs French

National Award of Special Educational Needs Coordination (2012)



Miss Warley

National Award of Special Educational Needs Coordination (2023)



Mrs Jarvis

Senior Mental Health Lead (2022)



Mrs Gales

Social, Emotional and Mental Health Advocate (2024)



Mr Hill-Smith

Cognition and Learning Advocate (2025)

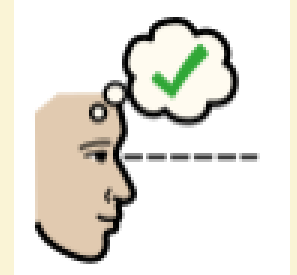
Mrs Pluckrose

Sensory and Physical Advocate (2025)

Additionally, all staff have training throughout the year to keep up to date with SEND. This forms part of our rolling programme for continuous professional development.

Identifying needs

- All children are assessed when starting school, this contributes to any information provided by previous educational settings
- For children who already have an identified need or diagnosis, we will work closely with families and other professionals to support them
- All staff have an understanding of SEND, which is routinely supported with continuing professional development
- Senior leadership at school, support teachers to monitor progress and attainment of pupils regularly through out the school year
- If children continue to make slower progress, teachers will work closely with families and the special educational needs coordinator (SENCO) to complete a clear analysis of the child's needs



Supporting children with SEND

Ordinarily Available Inclusive Provision



Targeted Support Framework



Specialist provision



The class teacher and SENCO will work closely to plan for children with SEND:

- **Most** children's needs can be met through our ordinarily available inclusive provision in the classroom using adaptive teaching and curriculum adaptations
- **Some** children be supported using the targeted support framework, usually delivered in group interventions, outlined on a class provision map and/or an individual My Plan (reviewed termly)
- Specialist provision for **individuals** is informed by expert advice from external agencies. This is recorded on a My Plan and/or an Education Health Care Plan (EHCP – reviewed annually)

External support



Specialist provision:

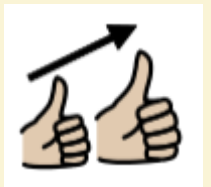
External agencies are often involved in planning to meet the needs of children with SEND. These agencies include, but are not limited to:

- Educational Psychologists (usually from Devon County Council)
- School Inclusion Partner through Devon County Council
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Centre (CDC) and the paediatrics team
- Therapists (including speech and language therapists, occupational therapists, physiotherapists and music therapists)
- Social workers
- NHS School Nurse
- Hearing and Visual Learning Advisors
- WeST SENDCO Network led by Caroline Kearney (Inclusion Lead) and Gemma Tully (Specialist Inclusion Teacher)

Contact with external agencies is made through the SENCO and always with the consent of the family.

Assessing progress for pupils with SEND

- Progress is continually monitored by the class teacher (assessment for learning).
- Termly assessments with data submissions on our online systems- Sonar and/or Edukey (assessment of learning).
- Termly pupil progress meetings between class teachers and senior leaders to inform provision mapping.
- Termly parent communication. Autumn and Spring term Parents' Evenings, Summer Term written reports.
- Additionally, pupils on My Plans will have a termly review and planning meeting held between class teachers and parents/carers.
- For pupils with an Education, Health and Care Plan there will be an annual review of the needs of, and provision for, the child.



Person centred approach



A person-centred approach is based on finding a balance between what is important **to** the child and what is important **for** the child. As such, the child's voice, and the family's voice, is an integral part of our SEND provision.

How do we support the voices of pupils with SEND?

At Ugborough, we engage all children as active participants in their education. Pupils with SEND contribute positively to their school and their community. Pupils will be involved in the planning of their provision with a clear view to their aspirations and dreams.

How do we support the voices of families of pupils with SEND?

At Ugborough, we work hard to build strong, positive relationships with all families. We understand that working together is vital to ensure the best future outcomes. Parents are invited in at specific times during the year (see previous page), but our door is always open.

Transitions



For children arriving to the school with an established SEND, parents are encouraged to meet with the class teacher and/or SENCO as soon as possible to determine the support and provision required. Information from the previous school or nursery will be requested. A home visit will be offered to all children joining our school to support their transition.



When a child leaves at the end of primary school, the SENCO and class teacher will communicate with the SENCO of the secondary school they will be attending. Information about the child's needs and provision is passed on. Some children with SEND may require additional visits to their next school. This is known as an enhanced transition. The class teacher and the receiving SENCO will arrange this.

Further support or advice

Useful websites for further support and information relating to SEND

Devon Information Advice and Support for SEND – www.devonias.org.uk

Plymouth Information Advice and Support for SEND – www.plymouthias.org.uk

Devon Special Educational Needs and Disabilities Local Offer - [Devon's SEND Local Offer - help and support for children with SEND](#)

Plymouth Special Educational Needs and Disabilities Local Offer - [SEND Local Offer - Plymouth Online Directory](#)

SEND policy – www.ugborough-primary.devon.sch.uk

Accessibility policy - www.ugborough-primary.devon.sch.uk

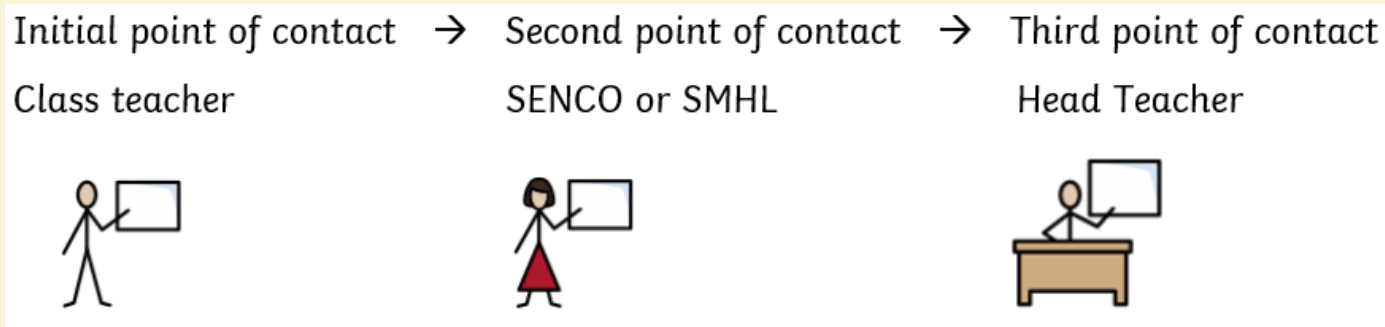


Sharing concerns about our school's provision for SEND

If you wish to raise any concerns with us relating to SEND, please make contact through the school office to speak to the appropriate person.

admin@ugb.westst.org.uk

01752 892489



If you wish to make a formal complaint, you can find the WeST complaints policy on our website:

[Ugborough Primary School - Home \(ugborough-primary.devon.sch.uk\)](http://ugborough-primary.devon.sch.uk)



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