

Holbeton Primary School



SEND Information Report 2026-2027

'Small but Mighty - from tiny acorns mighty oaks do grow'



About this report

This report explains how Holbeton Primary School identifies and supports children with special educational needs and disabilities (SEND). It should be read alongside the school SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding Policy and Complaints Policy.

Our commitment

Holbeton is an inclusive mainstream primary school. We aim to remove barriers to learning, enable every child to participate, and work in partnership with children, families and professionals so that pupils can learn, progress, belong and thrive.

Key contacts

Role	Contact
SENDCo and Headteacher	Mrs Sarah Honywill
First point of contact	Your child's class teacher
School office	01752 830317 admin@hol.westst.org.uk
School address	Holbeton Primary School, The Square, Holbeton, Devon, PL8 1LT

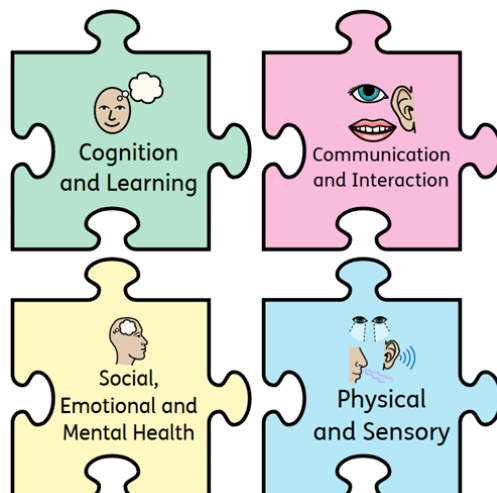
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1. What SEND means

A child or young person has SEND when they have a learning difficulty or disability which calls for special educational provision to be made for them. This may be because they have significantly greater difficulty in learning than most others of the same age, or because a disability prevents or hinders them from using facilities generally provided for children of the same age in mainstream education.

The four broad areas of need



Cognition and learning Specific or general learning difficulties, including dyslexia and dyscalculia.	Communication and interaction Speech, language and communication needs; autism and social communication differences.
Social, emotional and mental health Needs affecting emotional wellbeing, regulation, attention, relationships or readiness to learn.	Sensory and/or physical Visual, hearing, multi-sensory or physical needs that affect access and participation.
Important Needs may overlap and may change over time. Slow progress or low attainment does not automatically mean a child has SEND. Equally, attainment in line with age-related expectations does not rule out SEND where a child needs special educational provision.	

2. Identifying needs and the graduated approach

The graduated approach involves a four step cycle of **asses, plan, do, review**. This process starts at the whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children, making adaptations where needed. These small changes and adaptations should be informed by the schools' ordinarily available inclusive provision offer.

Once a special educational need has been identified, the graduated approach should become increasingly personalised, with more frequent review.

If you are concerned about your child

- Speak first to the class teacher. Share what you have noticed, what is working at home and any relevant professional information.
- The teacher will discuss your child's strengths, progress, barriers and the support already available in class.
- If concerns continue, the teacher and SENDCo will consider a fuller analysis and agree next steps with you.
- You can request a meeting with Mrs Sarah Honywill, SENDCo, through the school office.

Assess, Plan, Do, Review

ASSESS	PLAN	DO	REVIEW
Build a clear picture of strengths, needs, progress and barriers.	Agree outcomes, adjustments, support, responsibilities and a review date.	The class teacher remains responsible while agreed support is implemented.	Evaluate impact with the child and family, then continue, adapt or seek further advice.

The graduated approach to SEN support



How the school identifies possible SEND

Teachers assess pupils as part of everyday teaching and through planned assessment points. Information from parents, children, previous settings, attendance, behaviour, pastoral information and relevant professionals contributes to the picture. The school considers progress over time, including progress in communication, independence, wellbeing and participation, not only attainment.

3. Teaching, curriculum and provision

A graduated continuum of support

Level	What this can look like	How we do this
Ordinarily Available Inclusive Provision	High-quality teaching, clear routines, adaptive teaching, accessible explanations and resources, reasonable adjustments, and regular checking for understanding.	Classroom adaptations e.g. 'Holbeton Primary's SEND 10'
Targeted support	Time-limited, outcome-focused group or individual support in addition to classroom provision. Entry information, frequency and impact are reviewed.	Individual Learning Plans
Specialist support	Advice or assessment from external professionals, with strategies integrated into class teaching and reviewed with families.	Working with professionals beyond our school. Implementing Education, Health and Care Plans (EHCP)

Examples of classroom adaptations (Holbeton Primary's SEND 10)

1. Visual Timetables and task organisers – self management and reducing anxiety
2. Sensory Circuits - Regulate emotions, improve focus and prepare for learning.
3. 5 point scales - Enables pupils to recognise their emotions and behaviour.
4. Now and Next boards – break learning/tasks into smaller steps and increase engagement
5. Careful teaching and pre-teaching of vocabulary
6. Scaffolds such as stem sentences, word banks and worked examples
7. Adapted teaching slides – reduce cognitive load and sensory 'noise'.
8. Adapted resources, assistive technology or alternative ways to record learning
9. Soft starts to support transition into school and being 'ready for learning'.
10. Meet and greets with familiar adults support belonging and being 'ready to learn'

Provision is needs-led

A diagnosis is not required before support can begin. Adjustments and interventions should respond to an identified barrier, have a clear intended outcome and be reviewed for impact.

Education, Health and Care Plans

Where a child's needs are complex and the provision required may be beyond that ordinarily available through the school's resources, the school or parent may request an Education, Health and Care needs

assessment from the local authority. If an EHCP is issued, the school delivers the specified provision, sets shorter-term outcomes with the child and family, and contributes to the statutory annual review.

4. Reviewing progress and working with families

Monitoring and review

- continuous assessment by the class teacher
- regular review of attainment, progress, wellbeing and participation
- pupil progress meetings and review of class provision
- termly review of individual plans (ILP) where used
- annual review for pupils with an EHCP
- review of interventions against their intended outcomes

Children's and families' voices

Children are supported to describe their strengths, interests, aspirations, what helps and what makes learning harder. Their views inform planning and review in a way appropriate to their age and communication. Parents and carers are partners in the process and are invited to contribute information, agree outcomes, review provision and discuss next steps in parent evenings, ILP reviews or in other meetings arranged between the class teacher and parents.

5. Expertise and external services

All teachers are responsible for pupils with SEND in their classes. The SENDCo leads and co-ordinates provision, supports staff, maintains oversight of records and the SEND register, liaises with families and services, and monitors the quality and impact of support. Staff learning is matched to the needs of pupils and school priorities.

Services that may advise or support

- Devon Educational Psychology Service
- Communication and Interaction Team
- Speech and Language Therapy
- Child Development Centre and paediatric services
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy and Physiotherapy
- School Nursing Service
- hearing and visual impairment advisory services
- social care or Early Help services where appropriate
- Westcountry Schools Trust inclusion and SEND networks

Involvement of an external service is discussed with parents and carers, and consent is sought where required. Advice is translated into practical classroom strategies and reviewed for impact.

6. Inclusion, accessibility and wider school life

Pupils with SEND are included in the full life of the school, including the curriculum, trips, clubs, performances and responsibilities. Reasonable adjustments are considered so pupils can participate safely and meaningfully. Arrangements are made in partnership with families and, where appropriate, relevant professionals.

7. Transitions

Joining Holbeton or moving year group

- The school gathers information from the family and previous setting.
- Staff share relevant information before transition and identify adjustments that need to be in place.
- Additional visits, photographs, visual information or meetings may be arranged where this would help.
- For pupils with established needs, the SENDCo and class teacher work with the family and involved professionals.

Moving to secondary school or another setting

The class teacher and SENDCo liaise with the receiving setting, share relevant records securely and plan enhanced transition where needed. This may include additional visits, meetings between SENDCos and a tailored transition plan. For pupils with an EHCP, transition is considered through the annual review process.

8. Concerns, complaints and further help

Raising a concern

- Speak to the class teacher.
- If the concern continues, contact Mrs Sarah Honywill as SENDCo and Headteacher through the school office.
- If the matter is not resolved, use the Westcountry Schools Trust complaints procedure published by the school.

Independent information and advice

- [Devon SEND Local Offer](#)
- [Devon Information Advice and Support for SEND \(Devon IAS\)](#)
- [Holbeton Primary School SEND page](#)
- [SEND Code of Practice: 0 to 25 years](#)