SEND Information Report

Bradley Barton Primary School

At Bradley Barton Primary School, we are committed to ensuring that every child receives the support they need to thrive. Special Educational Needs and Disabilities (SEND) are defined in the SEND Code of Practice (2015) as learning difficulties or disabilities that require special educational provision. This means a child may need extra support if they are experiencing significantly greater difficulty in learning than their peers, or if a disability limits their access to the educational facilities provided to others of the same age.

Working with the Local Offer and OAIP

We use the Devon Local Offer and the Ordinarily Available Inclusive Provision (OAIP) as the foundation for our approach to SEND. The Local Offer provides families with clear information about the support and services available locally, helping them understand what provision is accessible for their child. OAIP, meanwhile, describes the high-quality, inclusive teaching and support that every child in Devon should have access to. At Bradley Barton, we ensure that all pupils benefit from this inclusive practice, which includes differentiated teaching, structured routines, and a supportive learning environment.

You can view the Devon Local Offer here https://www.devon.gov.uk/children-families-education/send-local-offer/

You can view the OAIP guidance here https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/

Please see BB OAIP on our website.

Supporting All Pupils

At Bradley Barton, all children are supported through inclusive strategies and high-quality teaching as part of our OAIP (Inclusive Education Provision). Staff carefully monitor pupils' progress and identify any potential barriers to learning as early as possible.

If a child requires additional support, the SEND process begins. Parents/carers and the class teacher will complete Quickcheckers to help identify areas of need, followed by a meeting with the class teacher. During this meeting, success criteria are agreed and strategies to support the child are identified based on the assessment. The SENDCo is informed at this stage.

The class teacher then implements OAIP strategies and reviews progress over a 6–8 week period. If sufficient progress is not made, parents/carers and the class teacher meet to review the initial support and agree new or adjusted targeted provision. This support is then put in place and monitored by the class teacher for a further 6–8 weeks.

If progress remains limited, the class teacher will liaise with the SENDCo. This may indicate a longer-term need where the child requires support that is additional to, and different from, that provided to most pupils. Parents/carers will meet with the SENDCo and class teacher to discuss the Assess, Plan, Do, Review (APDR) cycle. At this stage, the child will be added to the SEND register and parents/carers will be informed.

Where appropriate, external professionals will be involved, and the child's success criteria and provision will be updated in line with any advice received. This process ensures that support is tailored to each child's individual needs and is regularly reviewed in partnership with parents/carers, teachers, and, where appropriate, the child themselves**.**

Please see SEND Flow chart on our website.

We are proud to support children with a wide range of needs, including difficulties with cognition and learning, communication and interaction, social, emotional, and mental health, and sensory or physical needs. Early identification is key, and we use a variety of methods to recognise when a pupil may need extra support. These include discussions with previous schools, information from parents, internal tracking and assessments, and, if necessary, referrals to specialist services.

Inclusive Practice and Adaptations

Our school is designed to be accessible and welcoming to all children. We use a variety of strategies to ensure that pupils with SEND can fully participate in learning and school life. Classrooms are structured to support engagement, resources are adapted to meet different learning styles, and visual supports and alternative methods of recording are routinely used. All of these are examples of OAIP in action, strategies that are ordinarily available to every child, but that make a real difference for those who may need extra help.

For children who require further support, we implement targeted interventions and personalised approaches. Where appropriate, we work with external professionals to ensure that the child's needs are fully met. We also work closely with families to share strategies and provide guidance for supporting learning at home.

Accessibility

At Bradley Barton Primary School, we are committed to ensuring that all pupils, including those with disabilities or special educational needs, have full access to the curriculum, the school environment, and all educational opportunities. Our approach is guided by statutory requirements, including the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

Admissions for Disabled Pupils

We welcome applications from all children, including those with disabilities. Admission arrangements are fair, transparent, and compliant with the Equality Act 2010, ensuring that no child is treated less favourably because of a disability. We work closely with families and, where appropriate, external professionals to make reasonable adjustments so that every child can begin school with confidence.

Preventing Less Favourable Treatment

Bradley Barton Primary School has clear policies and procedures in place to prevent disabled pupils from being treated less favourably than others. Staff receive regular training on inclusion, equality, and disability awareness to ensure that every child is treated with respect and has equal opportunities to succeed.

Facilities for Disabled Pupils

Our school provides a range of facilities to support access for disabled pupils. These include:

- Step-free access to key areas of the school
- Accessible toilets
- Adapted classroom furniture and equipment where needed
- Visual and auditory supports to aid learning
- Quiet and calm spaces to support emotional wellbeing
- A lift to access Year 5/6

Where additional or specialist facilities are needed, the school works with families and external agencies to make appropriate adjustments.

Accessibility Plan

Bradley Barton Primary School has prepared a detailed Accessibility Plan, in line with paragraph 3 of Schedule 10 to the Equality Act 2010. The plan focuses on three key areas:

1. **Curriculum Access** – We continue to increase the extent to which disabled pupils can participate fully in all aspects of the curriculum. This includes differentiated teaching, adapted resources, targeted interventions, and support from trained staff.
2. **Physical Environment** – We work to improve the physical environment to ensure that all pupils can benefit from school facilities and services. This includes accessibility modifications, signage, lighting, and pathways around the school.
3. **Information Access** – We continually improve the way disabled pupils can access information, ensuring that learning materials and school communications are available in formats that meet individual needs. This helps pupils engage fully with lessons and school life, just as their peers do.

The Accessibility Plan is regularly reviewed and updated to reflect best practice, pupil needs, and legislative requirements. It can be accessed on request through the school office or via our website.

Education, Health and Care Plans (EHCPs) and Specialist Support

If a child's needs require more specialist provision than is available through OAIP and school-based interventions, we may request an Education, Health and Care Plan (EHCP) assessment in partnership with the Local Authority. The school will collate relevant evidence to look at making a request.

Any provision detailed in an EHCP is delivered consistently and reviewed annually, with parents and pupils actively involved in the process.

We also support pupils during key transitions, whether joining the school, moving between year groups, or preparing for secondary education. Staff work closely with parents, children, and receiving schools to ensure continuity of support and a smooth, confident transition.

As a parent, carer or guardian, you can apply for an EHC needs assessment for your child. You don't need your child's nursery or school to apply as well, or need to ask for their permission or agreement. But it does help to work together with your child's school whenever you can.

https://www.devon.gov.uk/children-families-education/send-local-offer/education-health-and-care-plans/how-to-make-a-request/

Emotional Wellbeing and Social Development

We recognise that social, emotional, and mental health is a critical part of learning. Our pastoral support, structured interventions, and access to external specialists help pupils to develop resilience, self-confidence, and social skills. Every child is encouraged to express their views, feel heard, and participate fully in school life.

Keeping Families Informed

Partnership with families is central to our approach. Parents are kept fully informed of their child's progress, invited to review meetings, and consulted on any planned interventions or adjustments. Should concerns arise, parents are encouraged to speak first with the class teacher and then the SENDCo.

How can I get more information about SEN in Devon?

Devon Information Advice and Support (DIAS) http://www.devonias.org.uk/ provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school. Advice on the support provided by Devon Local Authority for children with SEND can be accessed from within their Local Authority.

What should I do if I am worried or unhappy about the support my child is receiving in school?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCo who will investigate matters further. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Headteacher.