

SEND Information Report

Ted Wragg

TRUST

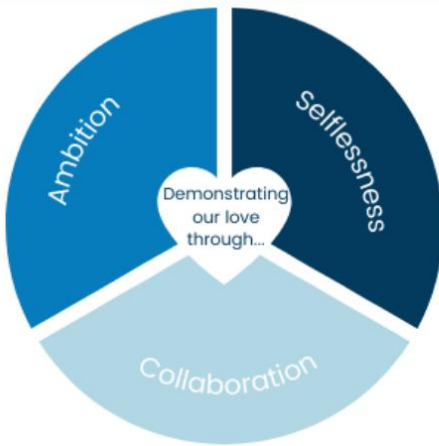
Est 2011

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values

How will we succeed?



- Selflessness**
- put **children** at the heart of all we do
 - prioritise others and build **healthy teams**
 - **be brave**
- Ambition**
- **work hard**
 - **strive** to be even better
 - be the **best** we can
- Collaboration**
- build **trust**
 - build **strong relationships**
 - be **stronger together**



Statement of Intent

At Matford Brook Academy, we write our story. We exist to provide an excellent, all-through education that empowers children to believe they can, and should, change the world around them. We achieve this through our values of scholarship, kindness and community.

Matford Brook Academy is a new, all-through 2-16 school opening to its first Year 7 cohort in September 2023 and Nursery/Preschool and Reception cohorts in September 2024. Each year, we will take a new cohort at these entry points until the school is open to all year groups. We started our Story at St Luke's within a corridor and have since developed within our community based within a temporary 'Novel' building adjacent to the Trood Lane site.

Our mission is at the heart of everything we do. Our motto - that 'we write our story' - is woven into the fabric of our school's design. We are creating a school with an excellent education and opportunities for our children rooted in the core understanding that, in order for our children to thrive both now and in their future, they need to believe that the greatest influence on their lives is themselves. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

All children with Special Educational Needs and Disabilities (SEND) are welcome at Matford Brook Academy. We work with our families to provide carefully considered strategies to support each child to overcome any barriers to achievement. Parents/Carers and pupils are fully welcomed into the process of supporting children with SEND. We work collaboratively to meet specifically identified goals and targets for children. We support this through termly Pupil Passport (IEP: Individual Education Plans) communications.

We invite our families to speak to our team to offer advice, give recommendations and answer any questions that parents/carers may have regarding the Special Educational Needs or wellbeing of their child.

The Academy uses specialist strategies, which include a strong commitment towards training and developing all teachers and associate teachers in their understanding of SEN to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contribute significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENCo.
- Have a named Governor for SEN, who collects Pupil Voice and informs us of next steps.
- Have a SEN Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEN peer reviews.
- Ensure pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPIs have a reporting mechanism for SEN.

In addition, we will use the following guiding principles as part of our work in supporting children with SEN:

- First, all staff are aware of the SEN pupils they teach, tutor or mentor: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations. We do this through Pupil Passports.

- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face. We follow interventions categorised by the SEND Code of Practice 4 areas of need.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every pupil with SEN is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them. We do this by ensuring extracurricular is timetabled into the shape of our day.
- We develop SEN pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful. We do this through our Extra-Curricular offer, whereby our Assistant Head leads on pupil leadership roles.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils. We support our SEND pupils to access our ambitious curriculum through Planning for All and our Booklet Led Curriculum.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with daily incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise. We aim to build and build teacher knowledge.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN pupils.
- We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. SEN pupils are prioritised for careers advice and work experience.
- We understand that excellent attendance is fundamental to pupil's success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

At Matford Brook Academy, inclusion is led through **high-quality adaptive teaching**, supported by a graduated approach to SEND. We are committed to identifying needs early, removing barriers to learning, and ensuring that pupils with SEND make strong academic, social and personal progress alongside their peers, without lowered expectations. Our SEND provision is monitored, reviewed and adapted regularly to ensure it remains effective and responsive to pupils' evolving needs.

Contact Details

Special Educational Needs Coordinator (SENCO)	Theo Zimbler send@matfordbrook.academy
Staff member with overall responsibility for pupils with Medical Needs	Theo Zimbler send@matfordbrook.academy
SEN Governor	Rachel Higginson
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/

Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information Advice and Support for SEND (DIAS) https://devonias.org.uk/contact-us/ 01392383080 Devonias@devon.gov.uk
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Implementation

Questions	School Response
<p>What kinds of special educational needs are provided for at Matford Brook Academy?</p>	<p>Matford Brook Academy is a mainstream, inclusive school that supports pupils with a wide range of special educational needs, in line with the SEND Code of Practice (2015). We currently support pupils across all four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical needs <p>Some pupils experience needs across more than one category and provision is planned holistically to reflect this. Reasonable adjustments are made in accordance with the Equality Act (2010) to ensure pupils can access our school environment, curriculum and wider offer.</p> <p>Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Children on the Autistic Spectrum <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents or carers, to make the provision appropriate and accessible to meet the SEN of pupils at this school.</p> <p>For children with an EHCP, parents have the right to request a particular school, and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, • Or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. <p>We are happy to work reasonably with parents and carers to offer meetings and tours before applying.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>Identification of SEND at Matford Brook Academy is an ongoing and responsive process. Teachers continuously assess pupil progress through high-quality classroom assessment, end-of-cycle academic data, reading age assessments (NGRT), behaviour and attendance monitoring, and daily professional dialogue. Concerns may also be raised by parents, pupils themselves, or external professionals.</p>

	<p>Where a need is identified, pupils are supported through a graduated response using an Assess-Plan-Do-Review cycle. Needs, strategies and outcomes are recorded on Pupil Passports and reviewed regularly in collaboration with pupils, families and, where appropriate, external agencies.</p>
<p>How does Matford Brook Academy evaluate the effectiveness of the provision for children with SEND?</p>	<p>The effectiveness of SEND provision is evaluated systematically. Leaders, including the SENCo and subject leaders, monitor pupils' academic progress, reading development, attendance, behaviour data and engagement alongside the impact of specific interventions. This monitoring takes place through quality assurance processes such as learning walks, book looks, end-of-cycle data reviews and Every Child Succeeds (ECS) meetings.</p> <p>Interventions and adaptations are reviewed regularly and adjusted promptly if pupils are not making expected progress. Pupils with Education, Health and Care Plans have statutory annual reviews, during which progress towards outcomes and the effectiveness of provision are evaluated in partnership with parents and professionals.</p> <p>Theo Zimbler reports regularly to the Governing Body who is responsible for SEND (Rachel Higginson).</p>
<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>Pupil progress is reviewed at least termly through school assessment cycles and ongoing teacher assessment. Where pupils with SEND are not making expected progress, support is reviewed and refined through the graduated response. Outcomes are recorded as SMART targets on Pupil Passports and are shared with pupils and parents.</p> <p>The school uses a range of assessment tools, alongside professional judgement and external advice where appropriate, to ensure support remains matched to pupils' needs and enables them to make strong progress from their individual starting points.</p>
<p>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</p>	<p>High-quality, adaptive classroom teaching is the primary way Matford Brook Academy supports pupils with SEND. Teachers plan lessons that anticipate barriers, use predictable routines, scaffold learning and make timely, responsive adaptations so that pupils with SEND can access the same ambitious, knowledge-rich curriculum as their peers.</p> <p>Teachers adapt teaching rather than set different work, maintaining high expectations for all pupils. Interventions are carefully targeted, time-limited and reviewed for impact. Where possible, pupils remain in lessons and are supported to regulate and engage successfully within the classroom environment.</p>

<p>What additional support for learning is available to pupils with special educational needs?</p>	<p>Additional support for pupils with SEND is delivered through a graduated approach:</p> <ul style="list-style-type: none"> • Universal provision: adaptive teaching, structured routines, seating plans, visual support and oracy strategies • Targeted provision: small-group or individual support, literacy or communication interventions, mentoring • Specialist provision: EHCP-led support, external specialist input and flexible internal provision where appropriate <p>The SENCo works closely with teachers and parents to ensure that support focuses on removing barriers to learning and enabling access to the curriculum.</p>
<p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	<p>Pupils with SEND are supported to fully participate in all aspects of school life, including trips, clubs, extra-curricular activities and leadership opportunities. Reasonable adjustments and risk assessments are in place to ensure inclusion and safety. Where needed, additional adult support or planning is provided in partnership with parents.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>Supporting pupils' emotional well-being is central to our inclusive practice. The school uses consistent routines, strong relationships and a trauma-informed approach to behaviour, recognising behaviour as a form of communication. Pupils may access mentoring, regulation support, targeted emotional literacy interventions and support from external agencies where appropriate.</p> <p>Our calm, predictable environment and strong pastoral systems help pupils with SEND feel safe, understood and able to engage positively with learning.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>The SENCo is a qualified NASENCo and a member of the Senior Leadership Team, ensuring SEND is strategically led. All staff receive ongoing training and coaching in adaptive teaching, SEND pedagogy and inclusive behaviour practice through whole-school CPD and trust-wide networks.</p> <p>Where pupils require specialist input, the school works closely with external professionals including educational psychologists, speech and language therapists, health services and local authority teams to secure appropriate expertise and guidance.</p>

<p>How do we secure the equipment and facilities needed to support pupils with SEND?</p>	<p>The SENCo oversees the SEND budget and commissions services to meet the needs of current and future cohorts. As needs of pupils and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENCo, for example buying Reader pens to support identified pupils.</p> <p>We work closely with Occupational Therapists and acting on advice from them such as writing slopes, ergonomic pens, wedge cushions or pencil grips. The use of tablets or Dictaphones to record their learning may also be used.</p> <p>Our school is wheelchair accessible from certain points and we have disabled toilet facilities. We have an accessibility plan which is reviewed regularly. Our permanent site has been designed to promote accessibility.</p> <p>If appropriate we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p>	<p>We recognise parents and carers as key partners in supporting pupils with SEND. Parents are encouraged to share concerns at an early stage and are involved in planning, reviewing and evaluating provision. Termly Pupil Passport reviews are shared with parents, and additional meetings are arranged where needs are more complex or changing.</p> <p>Open communication is valued, and parents can contact the SENCo at SEND@matfordbrook.academy to discuss their child's needs.</p>
<p>How do we consult with children with SEND and involve them in their education?</p>	<p>Pupils' views are central to our approach. Pupils are encouraged to share their thoughts about what helps them learn, and their views inform target-setting, provision planning and reviews. This may be through pupil voice discussions, 'All About Me' contributions, or participation in reviews alongside adults.</p>
<p>What are the school's arrangements for handling complaints from parents/carers of children with SEN about provision?</p>	<p>If a parent or carer has concerns about SEND provision, these should first be discussed with the class teacher or SENCo. Most concerns can be resolved through open communication and partnership working. If concerns remain, complaints should be made in line with the school's Complaints Policy, available on the school website.</p>

<p>How do we involve outside agencies in meeting children's SEND and supporting their families?</p>	<p>After opening, we will build relationships with outside agencies including the Educational Psychology Services, health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases, parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>
<p>How will children be supported when moving to a new class or when joining or leaving the Academy?</p>	<p>The school supports pupils with SEND carefully during transitions into, within and beyond the academy. Enhanced transition arrangements may include additional visits, meetings with parents (in groups), information sharing with previous settings and early planning for next steps. Pupils with EHCPs receive additional support for key transition points to ensure continuity and success.</p>
<p>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</p>	<p>The Devon Local Offer contains full information:</p> <p>https://www.devon.gov.uk/education-and-families/send-local-offer/</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>
<p>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</p>	<p>The Class Teacher and Tutor is responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCo know as necessary. • Personalised high-quality teaching of your child • Ensuring that the School's Information report and policy is followed in their classroom for all pupils with SEN <p>The SENCo is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the School's SEN Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: • Involved in supporting your child's learning • Kept informed about the support your child is receiving • Involved in reviewing how your child is doing] • liaising with all other professionals who may be coming in to school to support your child

- Updating the school's SEN Register and making sure that the records of your child's progress are kept up to date
- Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress.

The Headteacher is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupils with SEND.
- The Headteacher will make sure that the governing body are kept up to date about issues relating to SEN.

The SEND Governor is responsible for:

- Upholding high standards of inclusion through partnership with the SENDCo via visits and Governance meetings

Impact

What has gone well this year?

SEND provision at Matford Brook Academy has a demonstrable and sustained impact on pupils' academic achievement, engagement, attendance and well-being.

- **Academic outcomes:** Pupils with SEND make strong progress from their starting points across subjects. Reading outcomes show particularly significant gains: pupils with SEND in Year 7 have seen their average reading age increase by approximately 10 months within six months, and pupils in Year 8 by approximately 20 months since their first assessment. SEND pupils are increasingly represented among higher-attaining groups, including within top-performing cohorts in English, Science and Mathematics, demonstrating that expectations are not lowered.
- **Quality of classroom experience:** Consistent adaptive teaching practice means that a significant proportion of pupils identified with SEND do not require additional or different provision beyond high-quality classroom teaching. Predictable routines, anticipatory planning and structured support enable pupils to remain in lessons, access the full curriculum and participate confidently alongside their peers.
- **Behaviour and attendance:** Early identification, relational practice and graduated support have led to reductions in repeated behaviour incidents for pupils with SEND and improved attendance for those previously at risk of persistent absence. Where pupils experience high levels of distress, timely adaptations and flexible provision prevent escalation and reduce the risk of suspension or exclusion.
- **Well-being and belonging:** Pupils with SEND report feeling safe, supported and understood. Strong relationships, clear structures and regulation support contribute to a calm environment in which pupils are increasingly able to self-regulate, engage positively and develop independence.
- **Preparation for next steps:** Pupils with SEND are supported to develop confidence, resilience and aspiration. Successful transitions into new year groups and, where appropriate, specialist settings are carefully planned, resulting in continuity of support and sustained progress.

- **Continuous improvement:** Leaders use assessment, attendance, behaviour and intervention data to review SEND provision regularly. Where impact is not yet strong enough, adjustments are made swiftly. As a result, SEND provision continues to improve in precision, consistency and effectiveness across the school.