

SEND Information Report



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



Our Values



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**

How will we succeed?



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.

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 involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets. We do this through termly Pupil Passport 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 Teacher’s in their understanding of SEN to ensure that everyone is a ‘teacher of SEN’.

Excellent care, guidance and support contributes 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.

Contact Details

Special Educational Needs Coordinator (SENCO)	Theo Zimble (to 31 st August 2026), thereafter: Atlanta Plowden send@matfordbrook.academy
Staff member with overall responsibility for pupils with Medical Needs	Theo Zimble (to 31 st August 2026), thereafter: Atlanta Plowden 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

Implementation

Questions	School Response
What kinds of special educational needs are provided for at Matford Brook Academy?	Matford Brook Academy is a mainstream, inclusive school for children aged 2-16 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with: • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Children on the Autistic Spectrum 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. 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: • 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. Before making the decision to name our school in a child's EHCP, the local authority will send a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school. We work with parents to offer meetings and tours prior to applying so parents and carers are clear on the SEND needs we can meet. As Matford Brook is starting in its journey, we are a smaller school. This doesn't mean we have more staff to pupil ratios than other established schools.
What are the policies for identifying children with SEND and assessing their needs?	We have highly trained teachers who can identify and help support children who are experiencing any difficulties and the SENCo coordinates this work across the whole Academy. All children are different so every child is unique with their learning journey. Class teachers continually track the progress of all children in their class. SEN is part of their line management to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Class teachers can discuss any concerns they have as and when needed with the SENCO, and all teachers have termly Pupil Progress meetings and Inclusion Reviews.

	There are many ways that we may identify a SEND for example: • Liaising with all feeder primary schools to ensure that information on children transitioning into the Academy is shared effectively. • Teachers carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties. • Parents/carers may raise concerns about their child. • Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need. • Pupil's views • Review attendance and exclusion data for pupils with SEND • Working with the pupil to assess if additional/ or different from resources allow them to be successful in accessing the curriculum.
How does Matford Brook Academy evaluate the effectiveness of the provision for children with SEND?	Subject leaders and the SENCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks, assessment evaluation, behaviour data assessments and pupil conferencing. The effectiveness of interventions is measured through interventional software or through by the SENDCo. Interventions will be monitored by the Classroom teacher and SENCo and where necessary, appropriate additional training will be provided to staff running interventions. If a child is supported through the 'Team Around the Family' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes. Our DDSL lead Tammy Smith Leads on this. Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed. Theo Zimble reports regularly to the Governing Body. We have a Governor who is responsible for SEND (Rachel Higginson), who attends meetings where possible, and whom reports to the Governing Body.
What are the arrangements for assessing and reviewing children's progress towards outcomes?	As an Academy, we track and analyse children's progress in learning against age related expectations on a termly basis. The class teacher continually assesses children and notes areas where they are improving and where further support is needed. This is recorded and used to inform the SENDCo. Pupil Progress meetings are held each term with the teacher and a member of the Senior Leadership Team. In these meetings, children who are not making at least expected progress are highlighted and a plan is created. Where specific needs are apparent, the Academy has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.



The Devon Graduated Response tool is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?

We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular/super-curricular activities. All pupils, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on our website.

As a new school, our staffing model will grow alongside the pupil intake. We have recruited a small team of high-quality teaching staff for our first year after opening who will teach across the specialist curriculum areas as well as in other Ted Wragg Trust schools.

We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our Academy. Our highly skilled teachers use techniques such as scaffolding to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND pupils needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they

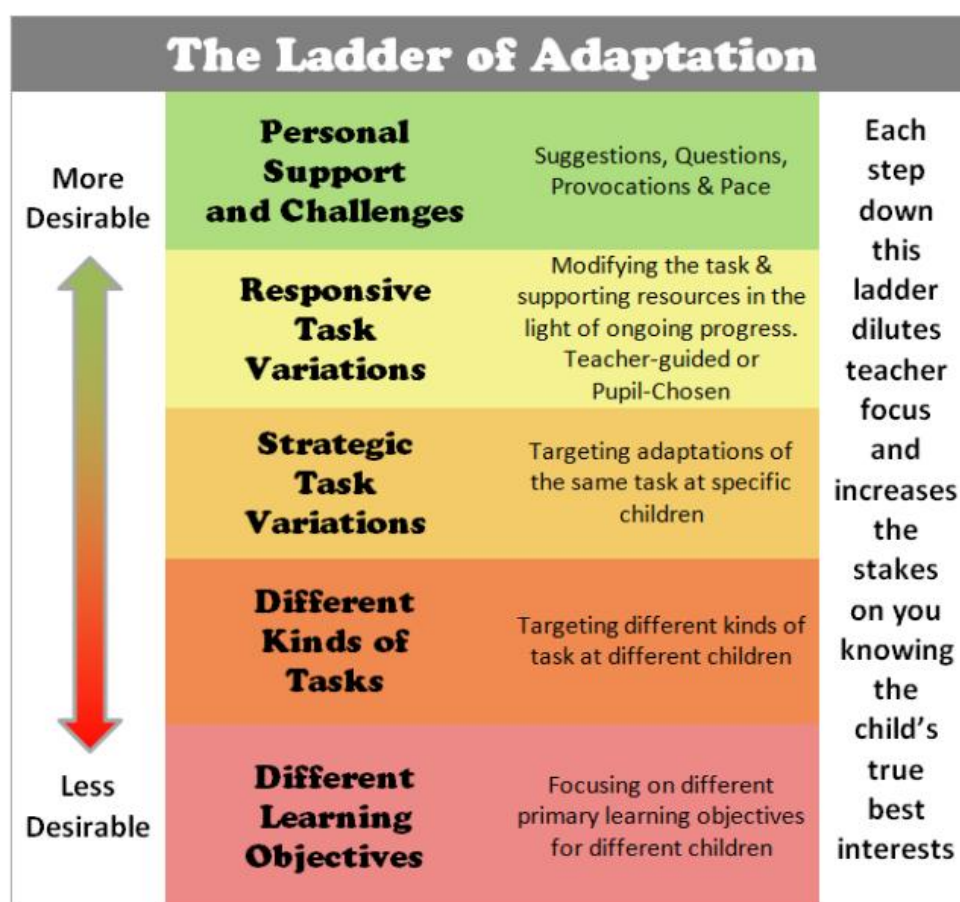
happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

Interventions are not planned over Maths and English to support key skill development. There may be times where interventions are required more often, in these times parents/ carers will be contacted by the SENCo.

What would high quality targeted classroom teaching look like for my child?

- The teacher would have the highest possible expectations for your child and all pupils in the class
- All teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.
- Specific strategies (that may be suggested by the SENCo or professionals) are in place to support your child to learn.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress
- Children are supported to remain in the classroom through regulation stations.

Chris Parsons (2016) describes the 'Ladder of Adaptation' to illustrate the more desirable adaptive teaching methods which enable our children to be fully involved in all lessons:



@chrismwparsons

Please note that we do not have classroom teaching assistants.

	Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and, if appropriate, the pupil themselves. We are fully committed to ensuring that the Academy is accessible to all children and will always be happy to discuss individual requirements where necessary.
What additional support for learning is available to pupils with special educational needs?	When a child has been identified with special educational needs, the SENCo will work with their class teachers to ensure that the child can access the curriculum appropriately and this will be discussed with parents or carers formally at Parents/Carers' meetings. The SENCo will liaise with external professionals where appropriate. Interventions will be implemented on a graduated approach. Interventions will target highest leverage need, enabling access to the curriculum in the first place. For example, the use of literacy support. If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors .
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents or carers are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.
What support does the school provide for improving emotional and social development?	All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence, including in these specific aspects of Academy life: • Prologue tutorial: the first session of the day where children are supported by their tutor to prepare for the day ahead, address any concerns and read together • Community Dining: all children and staff eat their lunch together in 'Family Dining' groups. They learn to serve each other and clear away, enjoy conversations over their meal and participate in daily Appreciations • Personal Development: in addition to the set PD curriculum, children have a weekly session to support the development of their emotional and social skills • Mindfulness Interventions and Regulation Support: Through software such as IDL Wellbeing and bespoke mentoring/ mindfulness support pupil are supported in their emotional and social development if there is a clear need for this. Pupils are

	encouraged to stay in the classroom, so we do not offer exit cards, this means we support pupils to have sensory breaks if necessary and support pupils to develop the skills to regulate in their classrooms. Our carefully planned induction process ensures that through meetings with feeder pre-school settings or current schools and conversations with parents and carers, we can anticipate the medical, social and emotional needs of all children. The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development. T We use a Trauma Informed approach to support children's emotional needs. Our Scholarship, Kindness, Community: Behaviour Policy, which can be found on our website, includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We recognise behaviour as a form of communication and work with children and their families to identify causes and how this can be improved. The school is a very calm environment because of the clear routines and structures in place across the school.
What expertise and training do staff have to support children with SEND and how is specialist expertise secured?	We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. Our teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND. We will audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision called for by any pupils' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs. We will work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. As a new school, an additional member of staff is undertaking the National SENCo Qualification from September 2023. We will also be evaluating, against our first cohort intake, the priority training areas for our staff team. The SENCO attends termly SENCO updates to keep abreast of current legislation and practices.

	There may be times when children require additional support from outside agencies to receive more specialised expertise. The Academy, as a new school, intends to use the following services: • The Communication and Interaction Team (CIT/CITEY) • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • School Nursing Service • Child Development Centre • Multi-Agency Support Team (MAST) • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Banardos • Balloons • Social Care • Devon Information Advise and Support Service (DIAS) • Health Visitor • Portage • ATAN (Advisory Teacher for Additional Needs)
How do we secure the equipment and facilities needed to support pupils with SEND?	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. 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. 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. 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.
How do we consult with the parents of children with SEND and involve them in their child's education?	From the very beginning of any child's educational journey with us, we work hard to engage parents and carers and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Daily opportunities for contact are provided at the end of the school day at the school gate. If a longer conversation is felt necessary then a time can be made with the class teacher. Arrangements can be made to speak in more detail to the class teacher or SENCo at any time by appointment or by emailing the year group account. Our universal offer also includes the progress of all children being reported to parents/carers verbally three times per year and in writing through Annual Reports at the

	end of every academic year. These reports also include information about any intervention support the child is receiving. Parents/carers of children with special educational needs are at the heart of the decision-making process with regards to the provision for that child. Provisions are reviewed regularly with the parents/carers. The TAF (Team Around the Family) process allows for a close working relationship between the school and parents. Children and parents/carers of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENCo to review progress. The views of the child and the parents/carers will form a key part of these discussions. We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.
How do we consult with children with SEND and involve them in their education?	We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, Associate Teachers and school leaders are always available to listen to children's opinions, questions and points of view. The SENCo spends time with individuals to gain their thoughts as part of the annual review and the TAF processes. The SENCo spends time with individuals to gain their thoughts as part of their annual review. Children are helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers.
What are the school's arrangements for handling complaints from parents/carers of children with SEN about provision?	If a parent/carer of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the tutor. The class teacher can then involve the SENCo where necessary. A parent/carer is also free to contact the SENCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. Theo Zimble is SENCo and oversees Inclusion at Matford Brook Academy. Theo can be contacted via send@matfordbrook.academy or an appointment can be made to see him through our admin team. If you would like to make a complaint, then please follow the Academy's Complaints Policy.
How do we involve outside agencies in meeting children's SEND and supporting their families?	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. 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.
How will children be supported when moving to a new class or when joining or leaving the Academy?	A number of strategies are in place to enable effective pupil's transition. These include: On entry:- • Transition days are arranged for pupils with SEND depending on need and on the advice of their primary school • A planned programme of visits for pupils starting Year 7. Additional visits are arranged if needed. Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine • The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • The SENCo meets with the SENCo from the primary school • If pupils are transferring from another school, the previous school records will be requested immediately. Transition to the next class/Key stage for when our first cohort reaches this stage • In preparation for KS4 pupils with an EHCP will have additional support in choosing their options. Transition to post 16 for when our first cohort reaches this stage • Pupils will have the opportunities to visit their post 16 provision prior to starting • Conversations with relevant post 16 support will take place for pupils with SEND • Parents/carers and pupil meetings will take place to help prepare pupils with EHCP for post 16
Where can I find out more information regarding on the services available for children with special educational needs or disabilities?	The Devon Local Offer contains full information: https://www.devon.gov.uk/education-and-families/send-local-offer/ 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
Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	The Class Teacher is responsible for: • 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 The SENCo is responsible for: • 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:

	I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) 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: • Making sure the necessary support is given for any child with SEND that attends the school.
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Impact

What has gone well this year?

- In our first year we have embedded a growing ethos of planning for all where our ambitious curriculums have supported pupils to make great progress. We have dedicated associate teachers who support and run interventions to remove barriers and ensure all pupils can access their learning. Our teachers are all coached and supported to implement SEN provision consistently. We have assigned EP services who support and see pupils who require additional support. We have worked hard to make strong relationships with multi-agencies to enhance our offer to our pupils.
- At Matford Brook Academy, we are committed to ensuring that every child reaches their fullest potential by setting the highest expectations for all pupils. Our teaching approach builds on each pupil's unique strengths and understanding, offering tailored instruction that fosters full engagement in every lesson. For pupils needing additional support, we employ targeted strategies, guided by both the class teacher and the SENCo, to close any learning gaps. We are dedicated to creating an inclusive environment where pupils feel supported, and tools like regulation stations help maintain focus and participation within the classroom, promoting the best possible progress for all
- As we look ahead, we will work towards strengthening our relational approach and through regular staff training enhance our wonderful relationships that we make with our families and pupils.