SEND Information Report Membury Primary Academy

September 2026

	What we do at Membury Primary Academy
What kind of SEND do pupils at Membury Primary Academy have?	Membury Primary Academy is a mainstream setting with 8 pupils, we take children from Reception to Year 6. We provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high-quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being. The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014: • **Cognition and learning**. This covers learning difficulties, both moderate (MLD) and severe (SLD), where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. • **Communication and Interaction**. Children with Autistic Spectrum Disorder (ASD), including Asperger's and ADHD or speech difficulties. • **Social, emotional and mental health difficulties.** At times, children may suffer from anxiety, overwhelming feelings of anger or fear, which affect their ability to learn. • **Sensory and/or physical needs**. This covers Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI) and Physical difficulties (PD) We currently have 3 on the SEND register with the following types of needs: 33% of **Cognition and Learning** 33% of **Communication and Interaction** 33% of **Social, Emotional and Mental Health Difficulties** 0% of **Sensory and/or Physical Needs**. Last academic year (2025 – 2026) we had 5 children on the SEND register with the following types of needs: 40% of **Cognition and Learning** 40% of **Communication and Interaction** 20% of **Social, Emotional and Mental Health Difficulties** 0% of **Sensory and/or Physical Needs**. If you want to know more about SEND at Membury Primary Academy, please contact the Head of School, Heidi Wickens or the SENCo, Stuart Ridge.

How do we identify pupils with SEND? Information about the First Federation Trust policies for identification and assessment of pupils with SEND can be found by clicking on the link below: https://www.firstfederation.org/policies-2 	Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made, ***which is additional to or different from*** the Ordinarily Available Provision (OAP) available in an adapted curriculum. We regard pupils as having a Special Educational Need if they: • Have a significantly greater difficulty in learning than the majority of pupils of the same age, or; • Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions • A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014) Children with SEN are identified by the following assessment routes all of which are part of the overall approach to monitoring progress of all pupils: ● Child performing below age-related expected levels and performance thresholds – this could be in any of the core subjects, or in social-emotional development. ● Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments ● Ongoing tracking of the attainment of children through the year ● Internal assessments ● Concerns raised by the parent ● Concerns raised by the teacher ● Clear systems to raise concerns in place, involving consultation with parents. ● Consultations between class teachers and members of the leadership team, where progress is discussed ● If children have English as an Additional Language (EAL) and there are SEND or progress concerns, the school will commission first language assessments to ensure an accurate assessment of need is made. ● Extensive Liaison with external agencies, e.g. Educational Psychology, Educational Psychology, Speech and Language Team, School Nurse. ● Health diagnosis through a Paediatrician or advice from a GP ● Liaison with previous school or setting, if applicable

How does the school teach pupils with SEND?



We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom.

Provision for SEND pupils includes:

- Access to Quality First Teaching (QFT)
- Access to high-quality resources, opportunities and support through Ordinarily Available Provision (OAP)
- Reasonable adjustments made when required
- Adaptive teaching, resources and interventions to meet children's needs
- Extra adult support in classrooms where appropriate
- Inclusive approaches are used across the school to enable all children to reach their full potential
- The SENDCo and School Leaders make regular classroom visits to check pupils with SEND are making progress in their learning

At Membury Primary Academy, we have

- Language groups and speech programmes
- Precision teaching
- Small group work
- 1:1 support
- Personal Learning Plans
- Relational Support Plans
- Time to Talk Mentoring
- Mental Health and Wellbeing Support

How do we evaluate the effectiveness of provision for pupils with SEND? 	• Teachers are continually monitoring the progress and outcomes for all in their class as part of their universal provision and will adapt provision as required. • Progress of individual pupils with SEND and the impact of support given is completed at least termly through discussions with the pupil, parents and carers and adults working with the pupil. • Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted as required. • Progress of SEND is reported termly to the Board of Directors, and our SEND information Report, posted on the website, is updated at least annually and when any significant changes are made to our provision.

What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review? 	These arrangements include: • Graduated approach with cycles of **Assess Plan Do Review** • Data tracking for pupil progress • Personal Learning Plans (PLPs) • Provision Mapping • EHCP reviews • Observations and follow-up parent meetings • Specialist support/assessments

How is the curriculum and the learning environment adapted for pupils with SEND? 	At Membury Primary Academy, we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. The curriculum/learning environment may be adapted by: • Groupings that target specific levels of progress; • Differentiated resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and or examinations • Targeted use of additional adults as appropriate • Sensory and movement breaks • An extensive range of additional resources including: talking tins, move and sit cushions, writing slopes, widget online visuals, pencil grips, personal laptops and ear defenders. Our Accessibility Plan also provides further examples and can be found here: https://www.firstfederation.org/send-and-medical-needs
What support is available for improving the social emotional and mental health of pupils with special educational needs? 	All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by: ● High-quality PSHCE lessons ● The Mental Health and Wellbeing Lead providing programmes to support anxiety ● Specialist support for individual pupils ● A mentoring system ● Signposting to strategies ● Relational Support Plans/Co-Regulation Plans ● Signposting parents/carers to local support groups ● Social stories, comic strip conversations and now and next/problem solving support.

Who should I contact if I am worried or if I would like to talk to someone about SEND? 	Heidi Wickens as Head of School **works closely with Stuart Ridge,** the Special Educational Needs and Disabilities Co-ordinator, to meet the needs of all SEND pupils. Both Stuart Ridge and Heidi Wickens can be contacted by telephoning the school directly: 01404 881491 Further contact details can be found on the Membury Primary Academy Website. https://www.membury-primary.devon.sch.uk/ The Director with responsibility for SEND is: **Carolyn Bromfield** She can be contacted by email: admin@firstfederation.org.uk

What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured? 	• An audit of staff experience in SEND is undertaken annually. • The FFT SEND lead and our SENDCO hold the National Award for Special Educational Needs (NASENCO) qualification. • The SENDCo attends the half-termly FFT SEND Network days • The SENDCo regularly provides input at SEND-specific staff meetings. • During the last academic year, specific staff have undertaken training, in the effective deployment of Teaching Assistants, SEND Practices training, Scaffolding for success, Promoting Ownership and Self-Regulation, Supporting behaviour, Teaching and Learning for children with SEND, Pupil Learning Plan workshop. • When required, specialist expertise from external services such as Speech and Language Therapy (SLT), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP), Mental Health Support Team (MHST) and other services are employed as appropriate. • Our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children • At least half-termly, staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given immediate support and advice, which is followed up by further professional discussions and monitoring as appropriate
How will equipment and facilities support children with SEND be secured? 	Where assessment has shown the need for a particular piece of equipment the school does not already have available, this can be secured for the individual child through direct negotiation with: • Other schools • Support services • Charities • Volunteers The Accessibility Plans for the First Federation schools can be found https://www.firstfederation.org/send-and-medical-needs

What arrangements are made for involving and consulting parents of children with SEND? 	• Contacting/meeting the class teacher in the first instance • Contacting our Special Educational Needs Lead directly by telephone: 01404 881491 or email: office@membury-primary.devon.sch.uk • Regular Team Around a Family (TAF) meetings where the relevant professionals working with your child can discuss progress and the next steps • Termly Parent Meeting • Early Help Parent Partnership – Devon SEND offer https://www.devon.gov.uk/education-and-families/send-local-offer/
What arrangements are made for consulting young people with special educational needs and involving them in their education? 	We greatly value the active participation of young people in their education. This is facilitated by: • Active involvement in planning and evaluating targets set in Personal Learning Plans (PLP's), at least termly. • Young people have an active involvement and their views are an important part of the Annual Review process • Where appropriate, personal interviews are conducted In school pupil voice is also facilitated by: • Class teacher • SEND Lead • Other student leaders • Involvement with DIAS

How does the school ensure the continuity of support when children progress to the next phase of their education?	School ensures the sharing of Personal Learning Plans (PLPs), successful strategies, barriers to learning and next steps with all staff. When moving schools, the SENCo will contact the new school's SENCo to share SEND information prior to the move. Once the child has moved, your child's SEND file will be sent to the school. When moving to secondary education, meetings will be held during the Summer Term to discuss all children with SEND. All children attend changeover days at some point during the Summer Term. The secondary school may wish to meet your child prior to transition, in this instance, you will be informed and your consent will be needed. These meetings may result in additional visits (enhanced transition) to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases. Parents/carers of children with more complex needs may require earlier transitional preparation. The school's SENCo will support them in this process.
What arrangements are in place relating to the treatment of complaints about SEND provision?	If you have concerns about your child's SEND provision, you should initially raise these with the class teacher, SENDCo or the Head of School. The First Federation has a complaints procedure, which can be found on the website: https://www.firstfederation.org/all-other-policies If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage. **Parents and Carers can access further information, support and guidance from Devon Information Advice and Support for SEND** https://www.devonias.org.uk/ Devon Information Advice & Support for SEND