



SEND Information Report

Highweek is a warm, nurturing school where pupils are at the heart of all we do. Our motto, “Excellence in education and opportunity for all,” is reflected daily in the commitment of our staff and pupils. We encourage every child to develop a love of learning and to become the best learner they can be, supporting their growth academically and personally.

We are proud to be an inclusive school where every child, regardless of ability or need, is supported to make the best possible progress.

Highweek is a larger-than-average, maintained mainstream primary school serving children aged 2 to 11, from Nursery through Year 6. We currently have 270 pupils on roll.

Our most recent Ofsted inspection in March 2023 described Highweek as “a friendly and welcoming school” with “a culture of high expectations.” Inspectors noted that staff encourage all pupils, including those with SEND, to achieve their best, helping them thrive in our inclusive environment.

In line with the SEND Code of Practice (2014), Devon County Council publishes a Local Offer that details the provision available for children and young people with SEND across education, health, and social care. You can find more information here:

Devon SEND Local Offer

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

What types of special educational needs do pupils currently experience?

We support a wide range of SEND. Many pupils have Speech, Language and Communication Needs (SLCN) and Social, Emotional, and Mental Health (SEMH) needs. We also support pupils with Cognition and Learning (C+L) difficulties and Physical and Sensory (S+P) needs.

The progress of all pupils receiving SEND support is carefully monitored each term by our Special Educational Needs Coordinator (SENDCO) through meetings, staff training, and regular reviews to ensure support meets individual needs.

Teachers use a graduated response tool to identify learning barriers and ensure targeted, effective support.

Parents are encouraged to discuss any concerns with the SENDCO, who works closely with parents, pupils, and teachers to decide if Quality First Teaching and classroom differentiation are sufficient or if further SEND support is needed.

How does the school know if children/young people need extra help?

The SEND team—including class teachers, SENDCO, safeguarding officers, and the leadership team—identifies pupils who may need additional support through:



SEND Information Report

Termly teacher assessments and data analysis highlighting lack of progress

Parental concerns

Observations and concerns raised by teachers and teaching assistants

Information from transition meetings, classroom observations, and Nursery Plus reports

Reports from external professionals, e.g., medical, speech and language, or occupational therapy reports

Assessments used to identify learning needs include:

Half-termly teacher assessments

Phonics screening in Years 1 and 2

Reading age and comprehension assessments (e.g., Accelerated Reader, YARC)

Read Write Inc termly assessments

Phonology and dyslexia screening assessments

Educational Psychology assessments

Speech and Language Therapy assessments

Occupational Therapy assessments

Social and emotional needs assessments

The school's Graduated Response document

SANDWELL maths assessments

Health and hearing support

We work closely with the local School Nurse Hub to arrange hearing checks when needed. If additional health services are required, referrals can be made through Children and Family Health Devon:

Specialist School Nurses – Children and Family Health Devon

External agencies we work with:

To support pupils effectively, we collaborate with a wide range of external services, including:

Educational Psychology Service

Behaviour Support Service (SEMH)

Speech and Language Therapy

Mental Health Support Team (MHST)

Occupational Therapy and Physiotherapy



SEND Information Report

Neuro-Developmental Support

Community Nursing Team

Communication & Interaction Team

Dyslexia Outreach Support

Child and Adolescent Mental Health Services (CAMHS)

Devon Integrated Children's Services (DISS)

Early Help

SEND ICT Team

Inclusion Team

What should I do if I think my child may need extra help?

If you have concerns about your child's progress or feel they may need additional support, please speak with their class teacher first. Teachers are available for brief chats at the start or end of the school day, or longer meetings can be arranged after school.

You may also contact the SENDCO, Dawn Matthews, who can discuss your concerns and suggest next steps. She can be reached at 01626 216300 or by email at admin@highweekprimary.co.uk

How will the school and I know how my child is doing?

If your child receives SEND support, their progress will be reviewed each term with their class teacher. This includes academic progress in core subjects and progress toward targets in their Individual Education Plan (IEP).

If progress is slower than expected, staff will discuss barriers to learning and may use the Graduated Response document for further investigation. An Individual Provision Map may be created with SENDCO support if needed.

Parents can contact the SENDCO at any time to discuss concerns or arrange meetings.

For pupils with complex needs, a multi-agency approach may be initiated with full parental involvement. Outcomes will be recorded using the Rights for Children assessment and reviewed in Team Around the Family (TAF) meetings.

Pupils with an Education, Health and Care Plan (EHCP) have an annual statutory review meeting to evaluate progress, update targets, and plan for future stages, including transition to secondary school during Year 5.

What sort of extra support might my child have?



SEND Information Report

We believe the best support is delivered inclusively in the mainstream classroom, enhanced by high-quality teaching and targeted approaches such as precision teaching.

Additional support may include:

Extra adult support at key times

Small group interventions inside or outside the classroom

Language and emotional development groups (EYFS)

Language enrichment groups

Precision teaching focused on key vocabulary

Sessions with a sports coach focusing on mental health, physical development, and self-regulation

Emotional and social needs are supported through a whole-school relational approach and tailored interventions. Additional help is available from the Family Support Worker, who offers guidance and signposting to families.

Staff receive regular SEND training to ensure classrooms are inclusive and up to date with current research and strategies.

How will my child be included in school activities?

All pupils with SEND are fully included in mainstream classes and have access to assemblies, school performances, trips, extracurricular activities, and residential visits. Risk assessments ensure health and safety on trips, and staff work with parents to meet individual needs.

Pupils with SEND actively participate in school life and take on responsibilities such as Play Leaders, Pupil Advocates, and Mental Health Ambassadors.

What support will there be for my child's overall well-being?

We offer a range of provisions to support the well-being of pupils with SEND, including:

Alternative lunch provision if needed

Social and communication skills interventions

Roles and responsibilities that foster confidence and leadership

Individual health care plans for pupils with medical needs

1:1 exercise sessions and sensory breaks as recommended by therapists

Personal intimate care plans developed with parental involvement

Co-regulation plans for behavioural support to ensure positive school experiences and reduce exclusions



SEND Information Report

Wellbeing interventions

Who supports children with SEND and disabilities at Highweek?

Key staff supporting pupils with SEND include:

SENDCO: Dawn Matthews

Family Support Worker: Sophie Stevens

SEND Governor: Heather Cookson

Educational Psychologist: Tom Archer

Behaviour Support: Alice Behan

Hearing Impairment: Jamie Stock

Speech and Language Therapist: Zoe Davies

Communication & Interaction Team: Rob Good

Dawn Matthews holds the National SENDCO Award (2016) and National Professional Qualification for Headship (2023), with extensive experience supporting pupils with SEND.

How is the school equipped to meet the needs of children with SEND and disabilities?

Highweek is located on a spacious, green site with secure access. The school is fully wheelchair accessible, including disabled toilets, changing facilities, and lift access to the upper level.

Specialist SEND equipment is purchased as needed from the SEND budget. Shared resources such as laptops, Chromebooks, and iPads are available for pupils.

How are parents involved in the school?

We value parents as partners and listen carefully to concerns about their child's progress and development.

Pupils with SEND have regular opportunities to share their views with teachers, which inform meetings with parents and professionals.

Parents receive termly progress meetings and discuss provision targets. Additional meetings can be arranged, including at transition times.

Highweek has an active parent group that organises school events, and parents are warmly invited to assemblies, performances, and other school activities.



SEND Information Report

Where can I get more information about SEND in Devon?

Devon Information Advice and Support (DIAS) provides guidance for families on SEND-related matters, especially during transitions:

DIAS Website

<https://devonias.org.uk/>

The Devon Local Authority SEND Local Offer provides details about available services:

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

The SENDCO and teachers can also direct parents to additional support services.

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

We aim to work closely with parents to meet all SEND needs. If you have concerns:

Contact your child's class teacher or the SENDCO initially.

You may also contact the Headteacher, Claire Redwood, to discuss concerns.

If unresolved, contact the SEND Governor in writing.

DIAS can provide advice on how to proceed if concerns remain unaddressed.