



Brayford Academy



SEND Information Report

September 2026

“Nurturing Young Minds for a Bright Future”

Local Offer

The *Local Offer* is a description of locally available provision across education, health and social care in Devon. It sets out what provision can be expected from schools, the Local Authority and other specialist services.

It is published online here:
[Devon SEND Local Offer](#)

SEND Policy



The *SEND Policy* is a description of the vision and values underpinning our approach to SEND.

It is published on the school's website here:
[Brayford Academy - Special Educational Needs](#)

SEN Information Report



The *SEN Information Report* clearly communicates how the school implements our SEND Policy and provides information on the types of support available for children at Brayford Academy.

It is designed to provide information on who can help and how this help can be accessed.

Our School Vision

- At Brayford Academy, our vision is simple and powerful: ***Nurturing Young Minds for a Bright Future***. This shapes everything we do — from the way we teach and support our children, to the way we build relationships and foster a deep sense of belonging within our school community.
- We believe that childhood should be filled with joy, curiosity, and the confidence to dream big. That's why we are committed to laying strong foundations not just for academic success, but for life in all its fullness. We want every child to know what it means to be loved and to show love — to themselves, to others, and to the wider world.



“At Brayford, we are proud of our warm, caring atmosphere and our commitment to helping every child thrive academically, emotionally, socially and spiritually.”

Our Shared Vision for Inclusion

- As a Trust, we embody the ethos of 'Life, Love, and Learning to the Full' which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.
- At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of 'Life, Love, and Learning to the Full' encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.
- We take great pride in our achievements and the positive impact we've made on the lives of children in North Devon. Looking forward we remain dedicated to creating enriching experiences and lifelong memories for our children.
- As a Trust, we strive to create inclusive teaching environments that offer all pupils, no matter their needs or abilities, access to a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.





Our Drivers



Our Trust drivers provide us with a shared understanding and common purpose of what we want to achieve for all children, including those with SEND. We want children to be confident and resilient learners who understand their uniqueness, celebrate differences and are able to face challenges.

Please read on to find out more about how we use these drivers to support those with SEND.





Building Learning Power

At Brayford Academy, Building Learning Power sits at the heart of our curriculum for all pupils.

We strive for high quality teaching and learning to supports all pupils, in particular those with SEND, through:

- Explicit instruction – explanations, modelling and check in for understanding
- Cognitive and metacognitive strategies – our learning and how we learn
- Scaffolding – supportive tools and resources
- Flexible grouping – how pupils are organised for work and collaboration
- Using technology to access and support learning



Building Learning Power gives us a common language to talk about learning and helps us make explicit the various skills that enable us to learn. We support our pupils, through building their learning power to use resilience, reciprocity, resourcefulness and reflectiveness.



Building Futures



At Brayford Academy we work hard to ensure our children grow up knowing about the world around them – global citizens.

- All students are supported to take part in Big Event Trips, residential trips, Health and Safety learning, our PSHE curriculum and Year Group transitions.
- We take the time to support every child with their individual needs to ensure that their steps towards independence and change are scaffolded to enable all to succeed.
- Transitions are individually managed for all pupils, especially those students with SEND. Whether it is a year group, key stage or new school transition we offer our SEND children enhanced transitions in our school.
- We will provide new teachers and new schools with transition documents, information about Highlighted or SEND needs, and SEND and EHCP support plans.
- For those students with an EHCP, transitions between key stages are highlighted and developed in annual reviews with the parents/carers, Brayford Academy, the Local Authority and other agencies, if required.



Building Community

Our "Building Community" driver is deeply rooted in fostering a strong sense of local pride among our students, while simultaneously broadening their horizons to embrace global perspectives.

- All of our students are taught in the rich context of their locality and extend their learning to encompass global issues and cultures, we are preparing them to become informed, compassionate, and active global citizens.
- All students with SEND are supported and encouraged to be fully involved in all aspects of school life.
- We will ensure all can take part by making individual arrangements and risk assessments, if necessary.
- Individual arrangements are planned in advance so that all students can take part in all trips, offsite activities and extra-curricular events.
- We listen to the students' voice, parents' voice and in some cases outside agency advice to ensure that we are supporting our students in their needs to enable our school community to work and learn together.





Building Self Esteem



At Brayford Academy, we believe that a child's sense of self-worth and emotional well-being are fundamental to their success and happiness, in both school and beyond.

- Brayford Academy uses a relational approach to social and emotional learning. We recognise that children with special educational needs may face additional challenges with self-esteem, emotional regulation and social interaction.
- Our school strives to foster a strong sense of belonging through collaboration between children, staff, parents and the wider community.
- As part of our everyday classroom practice we embed support through recognising our feelings and emotions to help all children, especially those with SEND, to develop understanding, resilience and positive relationships.
- We have strong safeguarding and pastoral care ethos where all children, including those with SEND, feel secure, are encouraged to talk and are listened to. Our children know there is an adult in school they can approach if they are worried or in difficulty. Our curriculum includes opportunities for our children to learn the skills they need to stay safe from harm and who they should turn to for help.
- Our curriculum is inclusive of all and there is a particular focus in high ambition for all SEND children in terms of outcomes and progress. Brayford's pupils receive effective and adapted support to help learners grasp challenging concepts and manage social or behavioural difficulties.
- We adapt both curriculum and provision to meet individual SEND pupils' unique goals and targets. This targeted support ensures they can succeed academically and develop confidence for future learning.

Ordinarily Available Inclusive Provision

- *Ordinarily Available Inclusive Provision* (OAIP) describes the inclusive provision and practice that all Devon schools should be able to provide for all children, including those with SEND, from within their own resources.
- All children should be supported to attend, engage and thrive in their school. The framework is intended to support schools to reflect on and develop their inclusive provision to benefit all children, including those with SEND.
- The framework describes approaches, provision and practice that are **helpful to all, harmful to none and crucial for some**.



"We want all young people in Devon, including those who may have SEND, to have the right support at the right time and in the right place to help them achieve, aspire and develop well, physically, mentally and academically alongside their friends and peers."

– Councillor Lois Samuel, the Council's Cabinet Member for SEND Improvement

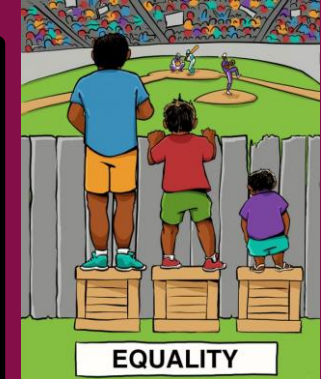
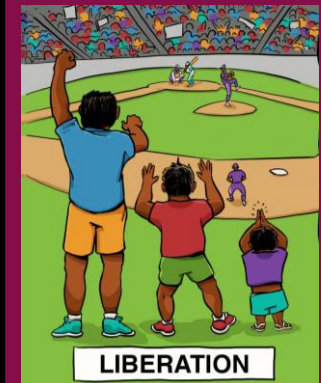
How will Brayford Academy support my child?



- The *SEND Code of Practice* is clear that a school's SEN Information Report should be aligned to the expectations set out in the *Local Offer*.
- Devon's Ordinarily Available Inclusive Education Framework has also been designed to support schools to communicate their inclusive provision to children, parents and carers.
- We have therefore decided to base our SEN Information Report around the ten areas that make up Devon's Ordinarily Available Inclusive Education Framework to demonstrate how we support the children at Brayford Academy.

Background

- Other words that might be used interchangeably with OAIP include universal provision, inclusive practice and high quality teaching.
- In Devon, we will be promoting consistent use of the terminology *Ordinarily Available Inclusive Provision* to avoid confusion and enable a shared understanding.
- The framework recommends strategies that anticipate and therefore prevent common barriers to learning and supports the equity of access to education.
- It also describes simple adjustments and additions teachers can make to their practice, to enable positive learning environments for all students.
- These strategies will enable teachers to adapt their teaching to respond to the strengths and needs of all pupils.





Leadership and Culture

For **ALL** children, Brayford Academy Leaders will:

- promote positive relationships across all parts of our school, and lead by example so there is a strong partnership ethos.
- be committed to educating all children and young people in their community so that all children are known, belong and feel valued
- support a culture of being inclusive and breaking down potential barriers in all aspects of school or setting life so that children thrive and achieve. The school culture celebrates neurodiversity.

For those with **SEN**:

Every leader is a leader of SEND and inclusion.

Brayford Academy's SENDCo is:

Helen Troth



Email: admin@brayford.devon.sch.uk

Telephone Number: 01598 710345

Relational Practice



For **ALL** children:

- All leaders and staff explicitly model positive relationships and ensure that all children and young people have a sense of belonging.
- All staff know their children's needs well. They understand their children's behaviour and provide support to pastoral, emotional and additional needs.
- They have the skills to build relationships, teach and regulate behaviour, manage conflict and repair breakdowns

Brayford Academy's
Positive Behaviour and
Relational Policy

For those with **SEN**:

- Students that need additional targeted support with building relationships, self regulation and behaviour, we will create individual relational or co-regulation plans.
- These plans support pupils, parents/carers and staff through highlighting specific needs, making adjustments to model, scaffold and support students, particularly at moment leading to and at dysregulation.
- Relational and Co-regulation plans are written in collaboration with students, parent/carers, school staff, Brayford Academy leaders and outside agencies (if required).



Teaching and Learning

For **ALL** children:

- There is an agreed whole school or setting approach to teaching and learning that is underpinned by inclusive pedagogy and practice.
- A range of high-quality teaching strategies and approaches are used flexibly to meet the needs of all students.
- The curriculum is designed to be accessible, relevant and meaningful for all learners.
- The curriculum is designed to give all learners the opportunity to work in different ways including in different pairs, groups and independently, based on strengths, needs and content.
- There are high expectations for all pupils, regardless of their starting points and any challenges they may face.
- All staff understand the needs of the learners in their classroom and specifically plan and adapt their lessons accordingly.
- All staff support all learners to work towards independence by providing support and scaffolding as required.

For those with **SEN**:

Our high ambition for our SEN pupils ensures all children are fully immersed into our learning curriculum, embedding equal access, participation and opportunities for success alongside their peers.

Teachers adapt learning to meet an individual's needs. Adaptive strategies, for example: chunking tasks into smaller, manageable steps, scaffolding of learning, using multisensory and practical approaches and using assistive technology to access resources and demonstrate learning are some adaptations that are embedded into our whole school.

Teachers frequently check-in with pupils to ensure understanding, offering additional support through pre- and post- teach learning if appropriate.

Flexible grouping and adult support ensure pupils can work in ways that build confidence, encourage collaboration, and reduce barriers to learning.

Individual learning outcomes are set and worked to, from a pupil's EHCP or Send Support Plan.

Pupil progress is closely monitored to enable teachers to adapt strategies and ensure learning is challenging and supported in equal measure.

Learning Environment



For **ALL** children:

- The physical environment is adapted, where possible, to meet the needs of all children in order to maximise learning and development for all.
- Learning environments are accessible, inclusive and create a sense of belonging and safety.

Brayford Academy's
Accessibility Plan

For those with **SEN**:

Wherever possible, we adapt our physical learning environments to provide calm, low stimulation and organised classrooms.

We create displays and visuals that are consistent, purposeful and accessible. Visual supports are embedded in our school. All classrooms use visual timetables, 'now, next, then' task boards (when required) and emotional thermometers that help pupils understand expectations, transitions, routines and ability to express emotions to reduce anxiety or confusion.

We provide spaces, within and outside of our classrooms and in our outdoor environment, for pupils to calm and have space and time for emotional regulation. These areas and our practices support emotional regulation, safety, reflection, recovery and a sense of belonging.

Assistive tools are used to support learners, for example: using voice to text tools, computer readers, use of coloured filters, coloured paper exercise books, sound cancelling headphones, fidget tools, sloped desks.

We regularly audit our school site to ensure physical and sensory accessibility.

We endeavour to achieve that our learning environments can be adapted to support the inclusion of all learners.

**BRAYFORD
ACADEMY**



SEN Support Plan



Name	Year/Class	SEN Status: SEN support	Primary area of need: CIL CBL SEMH S&P* Any official diagnosis:
Areas of Strength		Summary of needs/barriers to learning	
High quality, daily inclusive teaching strategies (up to 5)			

* CIL = Communication and Interaction, CBL = Cognition and Learning, SEMH = Social, Emotional and Mental Health, S&P = Sensory and Physical.





Autumn Term		Date written:		Date of review:	
Specific need	Assess	Plan	Do	Outcome achieved?	Review
	Baseline assessment Observation or Assessment What does it look like now?	Short term target	Provision/Intervention Who, what, how?	Outcome achieved? Yes/No	Impact
				Outcome achieved? Yes/No	
				Outcome achieved? Yes/No	
				Outcome achieved? Yes/No	

Pupil voice Autumn Term 2020
 What's working well?
 What's not working well?
 What could be done differently?
 What could we do next?

Parent voice Autumn Term 2020
 What's working well?
 What's not working well?
 What could be done differently?
 What could we do next?





Staff Knowledge, Skills, Training and Use of Expertise



For **ALL** children:

- Our school has a clearly planned CPD programme for all staff, which includes a focus on SEND and inclusion, and is informed by the current needs of their cohort.
- Staff are intentionally curious and use a holistic approach to understanding a child's needs. They have knowledge of child development and consider the impact of broader social and environmental factors.



For those with **SEN**:

Brayford Academy's staff receive training, from Team MAT and our school's programmed CPD, to enable us to identify and support a wide range of SEN needs.

We use evidence based strategies such as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology to support our CPD.

Our SENDCo works closely with Team MAT's Director of Inclusion and other Team SENDCos so that information and learning can be shared through our schools and staff through CPD.

We use external professionals to secure additional expertise. For example, we purchase time with Devon's Educational Psychology Service to support identified children and families needs.

We make referrals and requests of support from outside agencies, e.g. Speech and Language, Communication and Interaction, School Nurse, Devon's Inclusion Team, Virtual School.

Team MAT's Family Support Worker supports families with personalised advice, resources, and Early Help.

Health and social care partners are engaged through Early Help, multi-agency meetings, and when coordinating support for EHCP.

Attendance and Belonging



For **ALL** children:

- There is a culture of professional curiosity about changes in attendance at the earliest stages.
- Parents and pupils are seen as partners in good attendance and are engaged in conversations early on.

Brayford Academy -
ATTENDANCE

For those with **SEN**:

We understand that some children with SEN may find attending school more challenging due to many factors, for example: anxiety, sensory sensitivities or emotional-based school avoidance.

Difficulties with attendance are supported through approaches such as 'soft starts', adjusted timetables, calm spaces, and building key school adult relationships to reduce stress and build confidence. We use the ATTEND Framework to develop understanding of and support attendance.

We use relational approaches and restorative practices so pupils feel safe, valued and heard—this supports belonging, which in turn supports attendance.

We work to ensure that the learning environment, timetable, classroom structures are adapted so that SEND pupils can participate fully, without sensory or social barriers.

We communicate regularly with parents/carers and, when needed, involve wider agencies (such as Educational Psychology, CAMHS, or Early Help) to ensure that support meets the needs of both the child and their family.

Transitions



For **ALL** children:

- Every transition counts. Support is in place for routine and life transitions.
- Procedures are in place to ensure smooth progression through our school, particularly during transition phases, including on entry and exit.

Brayford Academy -
Admissions

For those with **SEN**:

Transitions are individually managed for all pupils, especially those children with SEND. Whether it is a year group, key stage or new school transition we offer our SEND children enhanced transitions.

In our nursery, Brumble Bees, we offer all pupils an enhanced transition including parent stay transition sessions and a gradual start when enrolled. Our Infant class works in collaboration with Brumble Bees, so that all children know and feel welcomed into all aspects of our school life – thus providing an enhanced transition throughout preschool.

All new pupils are offered enhanced transitions with taster days and information about our school.

We will share and discuss with new teachers and new schools transition documents, pupil's voice profile, information about Highlighted or SEND needs, and SEND and EHCP support plans.

Additional support for transition we use include social stories, meet the teacher sessions, additional SENDCo meeting with parents/carers, photo stories.

Secondary School transition is carefully planned, with early meetings ensuring collaboration between the SENDCo, receiving school, child and family.

For those pupils with an EHCP, transitions between key stages are highlighted and developed in annual reviews with the pupil, parents / carers, Brayford Academy, the Local Authority and other agencies, if required.

Working in Partnership with Parents and Carers



For **ALL** children:

- Parent carers are welcomed and cared for as part of the school or setting community.
- Parent carers are valued and included as part of the school or setting community.
- Communication with parent carers is effective.
- Schools and settings work in partnership with parent carers.



For those with **SEN**:

At Brayford Academy we actively involve parents through sharing, discussing and supporting their child's learning and needs.

We have regular communication with parents/carers through meetings, telephone calls, emails and we have termly teacher-parent meetings for all pupils.

In addition, for those children with SEN or EHCP support, we share Support Plans termly with parents/carers. Collaboration of insights from home and school are essential when setting and reviewing targets and planning next steps.

For those pupils with an EHCP, the SENDCo gathers review information and holds annual review meetings. Your child, parents/carers, education staff, the Local Authority and outside agencies (if required), are all actively involved in this.

[Brayford Academy's Parent and Carer Code of Conduct](#)

Working in Partnership with Children



For **ALL** children:

- Children and young people's views will be actively sought and responded to, in decisions that are made which affect them.
- Our school will have systems in place where all children and young people will be able to make a positive contribution to school life, through having opportunities to actively participate.



For those with **SEN**:

We encourage and support all pupils to fully participate in our school. Our school approach is child-centred, supporting each child's individual needs and interests - every child is known and valued.

We actively listen to children and involve them in decisions about their learning. Pupils' opinions are actively sought in everyday learning and through our Pupil Profiles.

For children with SEN Support Plans, pupils are involved with reviews and target setting, making sure they play a key part in decisions about their education and that they understand their targets.

SEN pupils are encouraged and supported to join in all aspects of school life.

We use a variety of approaches, such as visuals, prompts, one-to-one conversations, to make sure every child can express their views confidently and that barriers, due to needs, are removed.

Through regular reflection and collaboration, SEN pupils build confidence, ownership of their learning and this ensure that support remains relevant and effective.

How will I know if my child has SEN?



- Making ordinarily available inclusive provision available to all children means that fewer will require additional targeted support.
- Where OAIP is not meeting the child's educational needs and support is required that is '**additional to and different from**' support which is available to other children of the same age, then a child or young person is identified as having *special educational needs*.
- **All** children in mainstream schools will be able to have at least some of their needs met through ordinarily available inclusive provision, **some** children may need some provision that is part of the ordinarily available targeted support and a **few** children will need external or specialist assessment, advice or support.



In line with the *SEND Code of Practice*, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.



Department
for Education

Definition of Special Educational Needs

(taken from SEND Code of Practice: 0 to 25 years –
January 2015)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 pg 94)



Department
for Education



Department
of Health

**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations who
work with and support children and young
people with special educational needs and
disabilities



What if my child has a diagnosis, disability or identified need?

- Under the *Equality Act 2010*, a disability is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
- Finding out your child has a disability, specific diagnosis e.g. ADHD or Autism or an identified need e.g. hearing impairment, slow processing speed or poor working memory, can be a confusing and emotional time.
- As well as dealing with your own concerns, you may also need to offer advice to other family members and coordinate contact and information from a number of different professionals. At some stage you will want to find out more about your child's condition, need or disability itself.
- When required, pupils who are having their needs monitored, to help capture valuable and important information, we work with your child to develop a '*Pupil Profile*' to collect their 'pupil voice'. This can then be shared to inform our education staff of how they feel about themselves.
- Pupils with a **Highlighted Need** will have OAIP support in place for this need.
- Pupils at **SEN Support** or with an **EHCP** will have individual SEND Support Plans or EHCP Support Plans in place.

Brayford Academy logo in the top left corner.

Name: _____ Class: _____

Things I like/am good at: _____

I would like you to know that: _____

In the future I would like to: _____

It would help me if you could: _____

I will help myself by: _____

Children will be identified as having a '*Highlighted Need*' when they have a disability, specific diagnosis or identified need that can be met within the school's OAIP.

How are decisions made about what support my child needs?

Ordinarily Available Targeted Support

The graduated approach to SEN support



- Where a child is identified as having SEN then the school needs to put the appropriate support and provision in place to remove the barriers to learning.
- This process involves a 4-step cycle of *assess – plan – do – review*. The cycle should be repeated regularly to evaluate the impact of support and interventions so that the child receives more of what is working.
- Successive cycles should draw on more detailed assessments and may involve external support where this is required. This is known as the *graduated approach*.
- The graduated approach is an ongoing form of assessment and support. It is not a single one-time process. This is because the support might not yet be right for the child and/or the needs of a child may change over time and the support will need to adjust to meet this change.
- OAIP remains the foundation of inclusive practice and provision for those children who also require targeted support and/ or specific or specialist inputs.



What kinds of SEN are provided for at Brayford Academy?

Cognition and Learning:

Accessing the curriculum

Executive functioning

Handwriting

Coordination

Reading fluency and comprehension

Number facts and calculating

Communication and Interaction:

Speech clarity

Attention and listening

Receptive language

Expressive language

Sensory processing and integration

Social communication

Attention and listening

Types of Special Educational Needs and Disabilities

Social, Emotional and Mental Health Needs:

Attention and Engagement

Relationships

Social understanding

Self-esteem and resilience

Emotional regulation

Wellbeing and mental health

Sensory and/or Physical:

Visual Impairment (VI)

Hearing Impairment (HI)

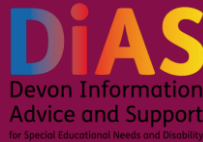
Multi-Sensory Impairment (MSI)

Physical Disability (PD)

What if my child's needs are complex and I feel they can no longer be met by Brayford Academy provision?



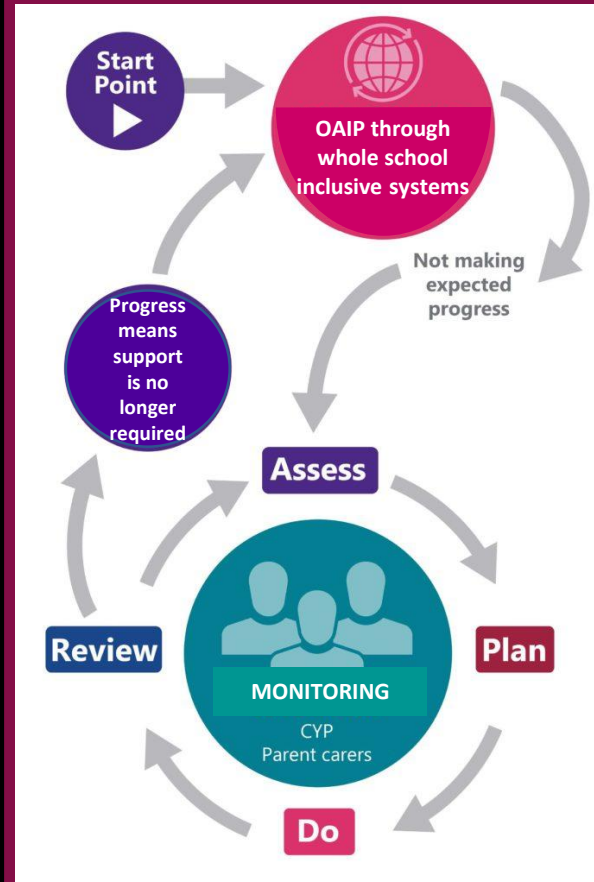
- Where children have more complex needs, we would always do our best to make reasonable adjustments and devise an appropriate plan to meet their needs.
- We recognise however, that as a mainstream setting, it may not always be possible to fully meet the needs of every child and that sometimes this may mean that a move to an alternative/specialist provision is in the best interests of your child.
- We understand that this can be an upsetting and confusing time for families therefore we will:
 - Support you in understanding the process of making a '*Request for Statutory Assessment*' to consider if an Education, Health & Care Plan (EHCP) would be a suitable method of support (if your child doesn't have one).
 - Arrange an '*Early Annual Review*' if your child does have an EHCP, so their placement (Section I) can be reviewed.
 - Put you in touch with support services that may be able to help e.g. Devon Information Advice and Support (DiAS)
 - Ensure we follow the advice laid out by specialist professionals.
 - Consider whether support from our Trust Family Support Worker would be appropriate.
 - Liaise closely with staff at your child's new school should one be identified to ensure the transition is as smooth as possible.



Who should I contact for more information or if I am concerned about my child?



- **Your child's class teacher should always be your first point of contact.**
- The *SEND Code of Practice* is clear that teachers are both accountable and responsible for the progress and development of all children in their class, including those who access support from other members of staff and external professionals, and those with SEND.
- Where necessary, the class teacher can then liaise with other members of staff e.g. the school SENDCo or escalate your concerns whilst retaining oversight of the provision in place for your child.
- Where your child does not have SEN but there is a shared concern with their progress or development, this may mean that, in the **short term**, they are placed on the school's '*Monitoring List*' whilst this concern is explored further and appropriate provision to support them is identified.
- This is the first step within the school's *graduated approach* and the *assess-plan-do-review* cycle will then be implemented to evaluate the effectiveness of the support in place and decide the most appropriate next steps.



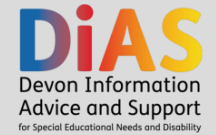


What should I do if I am not satisfied with a decision or what is happening?



- Your first point of contact should be the person responsible – this may be your child's class teacher, the school SENDCo or the Head of School.
- You are encouraged to speak to them first and explain your concerns.
- If you are not satisfied that your concern has been addressed, then please ask for the contact details of the most appropriate senior member of staff.
- If you still feel the issues are unresolved, then please follow the Trust's Complaints Procedure & Policy.
- If your concern is with the Local Authority, then please contact Devon Information Advice and Support (DiAS) or Parent Carer Forum Devon.

[Brayford Academy- TEAM Complaints Procedure & Policy](#)



[Devon Information Advice and Support](#)



Parent Carer Forum
Devon

[Parent Carer Forum Devon](#)