Pilton Infants' School



SEND Information Report

September 2026

"Learning for Life"

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's 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: Pilton Infants' School - 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 Pilton Infants'.

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

Our School Vision

- At the heart of our school is the belief in *Learning for Life*, embodying the Trust's vision of *Life, Love, and Learning to the Full*. We are dedicated to nurturing every child's potential in a calm, fun, and positive environment where learning extends beyond the classroom and inspires a lifelong love of discovery.
- We believe that each child is a valued learner, capable of achieving great things through the support of a compassionate and collaborative community. Together, we create strong foundations in reading, writing, and maths, while also fostering curiosity about the world, both locally and globally.

"A SCHOOL COMMUNITY OF CALMNESS, FUN AND POSITIVE RELATIONSHIPS WHERE ALL CHILDREN REACH THEIR POTENTIAL AND CREATE THE BUILDING BLOCKS FOR FUTURE SUCCESS."

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 values, 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 Pilton Infants School, Building Learning Power sits at the heart of our curriculum for all pupils. Building Learning Power ensures that all of our children have a better understanding of what it means to be a great learner both in and out of school. It develops the knowledge that we can continually improve how we learn regardless of age, situation, gender or any other false boundary that tries to hinder our progress.

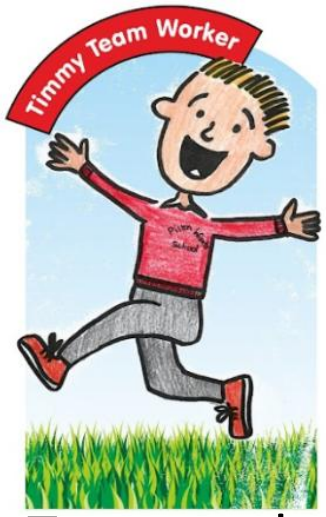
Building Learning Power at Pilton Infants' Academy focuses on our five learning heroes.



Creativity



Determination



Teamwork



Compassion



Resilience



Building Futures

At **Pilton Infants' Academy**, we work closely with our local nursery settings to make sure the transition from nursery to school is smooth and supportive for both children and their families.

Our Early Years and SEND teams collaborate with outside agencies such as **Nursery Plus**, the **Early Years Inclusion Practitioners Team**, and the **Speech and Language Team**. Their specialist advice helps us adapt provision to meet the individual needs of each pupil.

Our **SENDCo and Assistant SENDCo** work across both **Pilton Infants' and Pilton Bluecoat Schools**, ensuring that children are well supported as they move from Infants to Juniors. Throughout Year 2, children spend time at Bluecoat, getting to know the staff and environment. This gradual introduction makes the move into Key Stage 2 as seamless and positive as possible.

We are committed to identifying areas of need as early as possible in a child's school journey. Using **Devon's Identification of Need Toolkit**, we can pinpoint specific areas to target and create support plans to record progress towards agreed goals. These support plans are used consistently across both schools, and families work in partnership with teachers to set and review targets each term.



Building Community

At **Pilton Infants' Academy**, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are fully included in every aspect of school life.

Children with SEND are encouraged and supported to take part in the same activities as their peers. This includes:

- **Classroom learning** – lessons are adapted through scaffolding, targeted questioning, and differentiated resources so that all pupils can access the curriculum.
- **Trips and offsite activities** – individual arrangements and risk assessments are made in advance, ensuring children with SEND can participate safely and confidently.
- **Extra-curricular opportunities** – we work to remove barriers so that pupils with SEND can enjoy the same clubs, events and experiences as their peers.

We run a wide range of **Learning Champions programmes** throughout the year. These are designed to support children's social, emotional and mental health needs, helping pupils to build confidence, resilience, and positive relationships.

In class, pupils are encouraged to support one another through activities such as **"think, pair, share"**. This promotes inclusion, cooperation, and ensures that every child's voice is valued.



Building Self Esteem

At Pilton Infants', we believe that a child's sense of self-worth and emotional well-being are fundamental to their success and happiness, both in school and beyond. We know that building self-esteem is key to helping children grow into confident, resilient individuals who are ready to face the future with positivity and self-belief. Our broad and balanced curriculum, including assemblies, promotes British values, fosters kindness, empathy, and self-confidence - qualities that are essential for lifelong success. We also support pupils to understand and manage their own feelings and emotions and understand how others may be feeling. For all children, we begin each term with a transition project focussed on building relationships between pupils and staff.

In addition to our curriculum, we also offer:

- Learning Champions - a range of pastoral activities focussed on supporting wellbeing and key learning skills e.g. Outdoor Learning, Cooking and Lego Therapy
- Pastoral support - staff within school and across the trust who can support pupils
- Consistent staff supporting our SEN pupils who can be their advocates in sharing their voices

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

Ordinarily Available Inclusive Provision - Support for schools and settings

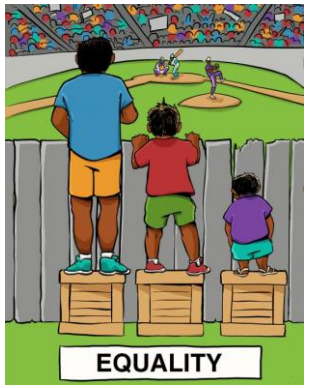
How will Pilton Infants' support my child?

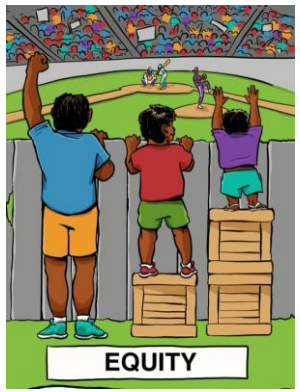


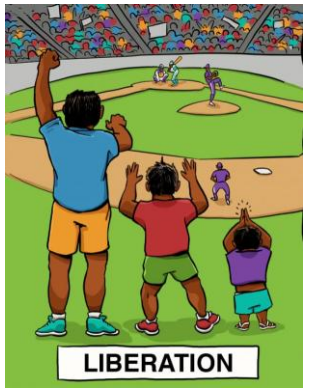
- The *SEND Code of Practice* is clear that a school's SEN Information Report should be aligned to the expectations set out in the *Local Offer*.
- Devon's Ordinarily Available Inclusive Education Framework has also been designed to support schools to communicate their inclusive provision to children, 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 Pilton Infants'.

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:

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.

Our school and trust leaders work towards this every day:

- Mr John Mortimer, Head of School
- Mr Dan Polak, CEO, TEAM MAT
- Mrs Beth Carter, Director of Inclusion, TEAM MAT

Leadership and culture - Support for schools and settings

For those with **SEN**:



Mrs Claire Jones

SENDCo



Mrs Charlotte Barber

Assistant SENDCo

01271 342579

admin@piltoninfants.school

Relational Practice

For **ALL** children:

- Relational Practice - Support for schools and settings

At **Pilton Infants' Academy**, **relational practice underpins everything we do**. We know that children learn best when they feel safe, cared for, and supported in a positive environment. Building strong, trusting relationships is central to our approach.

We carefully plan **ordinarily available inclusive provision** across the school. This ensures that all children can access learning, with adaptations made where needed to support individual learners. Our teaching is flexible and responsive, with strategies in place to remove barriers and promote participation for every child.

TEAM Relational Approach to Behaviour Policy July 2026

For those with **SEN**:

For children who need extra help beyond ordinarily available provision, staff carefully create relational and co-regulational plans that provide consistent safe routines and responses agreed by all staff who work with the child. These are regularly reviewed to monitor progress and in partnership with families.

Our staff are committed to being **child-focused and child-centred** in every aspect of school life. We recognise the unique strengths of each pupil and celebrate progress at every stage. By combining positive relationships, high-quality teaching, and targeted support, we create an environment where **all** children can thrive.

Teaching and Learning

For **ALL** children:

- Teaching and learning - Support for schools and settings

The **core teaching principles** at Pilton Infants':

- Agreed consistent class and school routines
- Good Oracy skills are consistently taught, promoted and expected
- Explicit instruction focussed on purposeful learning
- Questioning is used to assess pupils' progress, promote engagement and to probe the depth of understanding.
- Scaffolding (visual, verbal, written) is provided as required. Scaffolds are faded out as pupils move towards independence.

Productive assessment is used to identify next steps

The curriculum is planned in a logical sequence with frequent opportunities to revisit.

For those with **SEN**:

- Enhanced scaffolding, when required is provided and then faded.
- Adaptive teaching and tasks to meet individual needs
- Questioning is targeted and tailored to individuals' needs and abilities
- Learning and tasks are broken down into smaller steps to reduce cognitive load
- Overlearning of key concepts and vocabulary
- Additional adult support at times
- Targetted interventions
- Individual targets are set in support plans

Learning Environment

For **ALL** children:

- Learning environment - Support for schools and settings
  - Visual timetables for each class using widgit symbols
  - Working walls are colour coded through the school to support transitions
  - Consistent prompts and resources
  - Each class has an oracy display
  - Zones of Regulation
  - Routines and seating plans are established to help children feel safe
  - Calm uncluttered environments

TEAM Accessibility Plan

For those with **SEN**:

- Now and Next boards support children to understand their day in small parts
- Additional visual prompts to support language development and communication
- Dedicated workspaces to allow pupils to focus
- Intervention spaces cater for sensory needs
- Lunchtime clubs support those who find busy times overwhelming
- The majority of the school site is accessible. One classroom and one building block require stair access. The remaining 5 classes and other spaces have level access.

Assessment and Planning

For **ALL** children:

- Assessment and planning - Support for schools and settings

Staff use a wide range of assessments to gain a picture of a child's learning profile. Our broad and balanced curriculum is based on the national curriculum. We use some nationally recognised schemes of planning and assessment as well our planning in subjects like Geography and History. Schemes used can include:

- Cornerstones Reading & Maths assessments
- Little Wandle Phonics
- Mastering Number
- Jigsaw
- Real PE
- White Rose Maths
- Teaching Computing + Barefoot CAS for EYFS

For those with **SEN**:

Targets for children with SEND are informed by a wide range of assessments and information gathered from professionals and families. Progress towards these outcomes is consistently measured and tracked towards support plan targets/outcomes.

Sources of information include:

- Parent meetings
- Boxall Profile
- Intervention data
- Speech Link and Language Link assessments
- Phonics *Keep Up / Catch Up*
- Spot On with Number assessments
- Reports from outside agencies such as the Educational Psychologist and Communication & Interaction Team

This ensures targets remain relevant, provision is adapted as needed, and progress is regularly reviewed with families.

Staff Knowledge, Skills, Training and Use of Expertise

For **ALL** children:

- Staff knowledge, skills, training and use of expertise - Support for schools and settings

Staff work closely with the Head of School and the SENDCo to consider the needs of each cohort and class. Long-term training plans ensure that curriculum and assessment are embedded throughout the year and that staff continue to develop their professional knowledge.

Teaching and learning strategies are strengthened through the use of **WalkThru's**, and expertise within the school and Trust is regularly shared to build upon our already established and experienced teaching team.

For those with **SEN**:

At **Pilton Infants' Academy**, we are fortunate to have a range of in-house expertise, including:

- A **specialist Speech and Language HLTA**
- **Teaching Assistants specialising in Autism**
- A **part-time pastoral TA** who supports both children and families

When additional expertise is required, we refer to **Children and Family Health Devon**, accessing services such as:

- Occupational Therapy (OT)
- The Speech and Language Team
- The Physical Disabilities Team

Teachers and the SENDCo also regularly make use of **SEND Inclusion drop-ins**, where advice is sought from a panel of professionals to support individual children or groups with shared needs.

The SENDCo works closely with the **0–25 Team** to ensure that children with Education, Health and Care Plans (EHCPs) have the correct provision in place, progress towards their outcomes is monitored, and end of key stage goals are met.

In addition, the **Team Trust** has two dedicated members of staff who provide further support to children and families.

Attendance and Belonging

For **ALL** children:

- Attendance is a habit. Children who are happy and enjoy school will attend more.
- We begin each term with a transition project focussed on building relationships between children and adults.
- Where attendance is a challenge, our approach is to support first. We want to understand and work together to support each child.
- Time in school is important. The more children are in school, the more they will develop personally, socially and academically.
- We expect children to be in school daily during term time and staff will be professionally curious if children are not in.
- We strive for all children's attendance to be above 96%. This equates to missing no more than 7 days of learning in a school year.
- We offer a staggered start to school for all children in Reception over the first five days in September.

- Attendance and belonging - Support for schools and settings

For those with **SEN**:

- For some pupils, a longer staggered start to school is needed.
- The school can accommodate reduced timetables where required and agreed between both home and school.
- Where there are barriers to attendance, we work with pupils and parents to break these down
  - Pastoral support
  - Weekly parent drop-ins

Pilton Infants' School - ATTENDANCE

Transitions

For **ALL** children:

- Transitions - Support for schools and settings

Transition into Reception
Strong links are made with local feeder nurseries. The **Early Years Team** and **SENDCo** visit the main nurseries to meet children in their familiar settings. This allows staff to observe children where they feel safe and settled, and to have discussions with nursery staff about each child's interests, strengths, and areas of need.
All children are invited to attend two afternoon visits to meet the Reception team and explore the classrooms. Parents and carers are also invited to an evening meeting, providing an opportunity to learn more about the school and view the learning environment.

Transition to Key Stage 2
Preparation for the move to Year 3 at **Pilton Bluecoat School** begins early and is carefully embedded throughout Year 2. Children gradually build familiarity and confidence through:

- Attending assemblies and school plays at Bluecoat
- Weekly playtime visits
- Meeting their Year 5 buddies
- Visits from Bluecoat staff into Year 2 classrooms

These opportunities are followed by more formal afternoon transition visits later in the year. This step-by-step approach helps to reduce worries and ensures that the move to Key Stage 2 is as smooth as possible.

For those with **SEN**:

For children with an identified area of need, enhanced transition arrangements are planned in partnership with nursery staff, parents and carers, **Nursery Plus**, and the **Early Years Inclusion Practitioners Team**. These may include:

- A more detailed handover of information
- Additional visits to nursery settings
- Extra visits to the Reception classrooms, including quiet 'out of hours' visits where children with complex needs can explore the environment when it is calm

We recognise that transition can be a challenging time for all children, but especially for those with SEND. We therefore work closely with families and professionals to ensure that transitions are as supportive, positive, and reassuring as possible.

Pilton Infants' School - Admissions

Working in Partnership with Parent Carers

For **ALL** children:

- Working in partnership with parent carers - Support for schools and settings

We adopt an **open-door policy** and actively encourage families to share information with us, as even small details can be invaluable in helping us provide the best support for each child.
A **clear communication pathway** is shared with families so that it is always clear who to approach. In most cases, your child's **class teacher** is the first point of contact.
We also provide regular opportunities for collaboration, including:

- **Parent meetings** to review progress and targets
- **Parent workshops**, delivered both face-to-face and online, to support accessibility for working parents and carers

Through these partnerships, we ensure that parents and carers are fully involved in their child's education and support.

TEAM parent guide - "Working Together for our Children"

For those with **SEN**:

We actively work in partnership with parents and carers to support the needs of each child. Families are encouraged to attend **termly Support Plan reviews**, where we celebrate progress, review outcomes, and agree on next steps together.

Parental views are always recorded on Support Plans, as we value and prioritise the voice of parents in shaping provision. By working collaboratively towards common goals, we ensure that support is consistent and effective both at home and in school.

For children with an **Education, Health and Care Plan (EHCP)**, parents and carers are fully involved in the **Annual Review process**. Formal review meetings are held each year to evaluate progress towards EHCP outcomes, update targets where necessary, and agree on future provision. Parents' views are gathered in advance and form a key part of the review, ensuring their voice is central to decision-making.

Working in Partnership with Children

For **ALL** children:

- The children's voice is always important.
- We have a strong school council who work with leaders to improve our school.
- During school reviews, monitoring activities and governor visits the voice of the child is always captured
- We link our children up with children in other schools and other countries to share ideas and experiences
- Accurate assessment and feedback helps children understand what they need to do to improve.

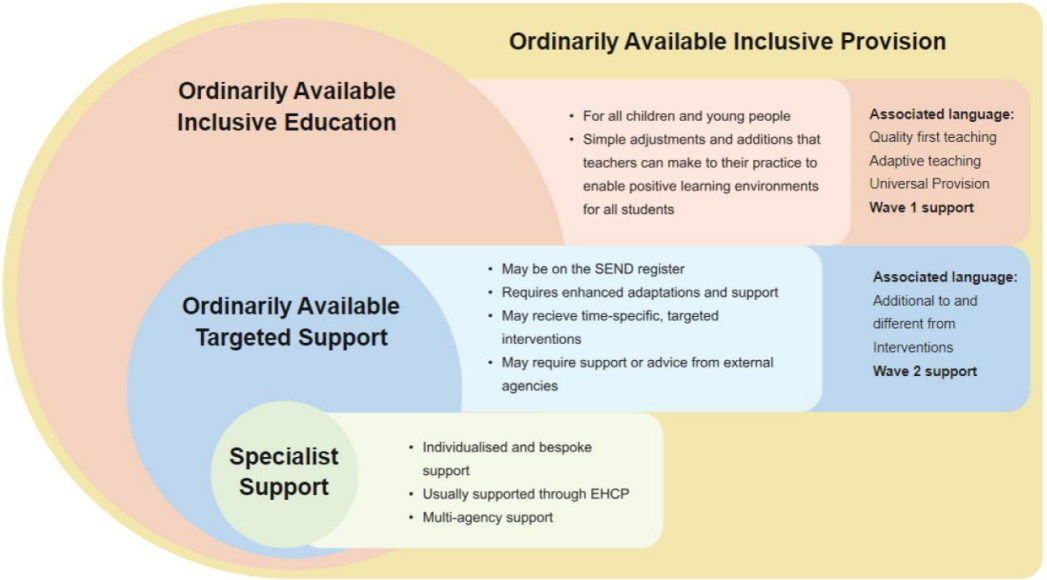
Working in partnership with children and young people - Support for schools and settings

For those with **SEN**:

- Pupil voice is captured and used to shape individual support plans.
- Targets are broken down into small achievable steps and feedback given to help pupils progress
- Strong relationships between staff and pupils ensure staff are advocates for children where communication is a barrier

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.



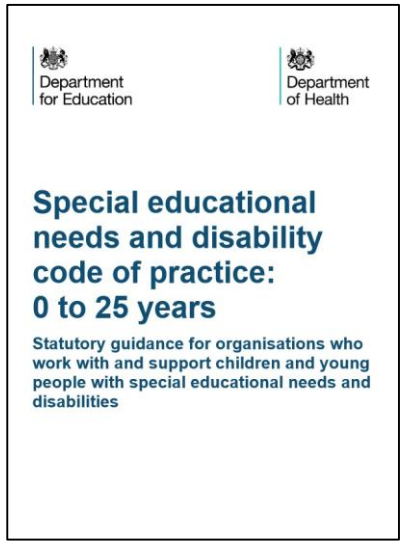
In line with the *SEND Code of Practice*, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.

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)



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.
- To help capture all of this valuable and important information about your child, we will work with you to develop a *'Pupil Passport'* that can then be shared with all adults who support them.
- At Pilton Infants' all children at **SEN Support**, with an **EHCP** and those with a **Highlighted Need** will have a pupil passport.


Name: Class:

Things I like/am good at:

I would like you to know that:

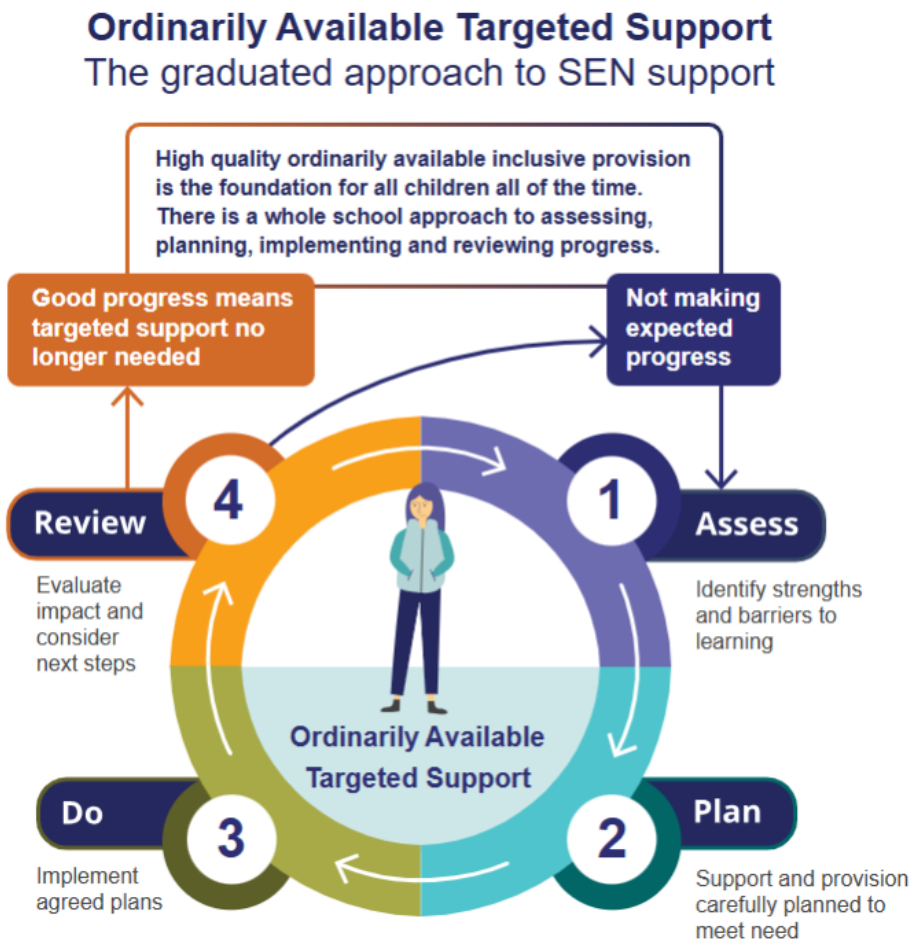
In the future I would like to:

It would help me if you could:

I will help myself by:

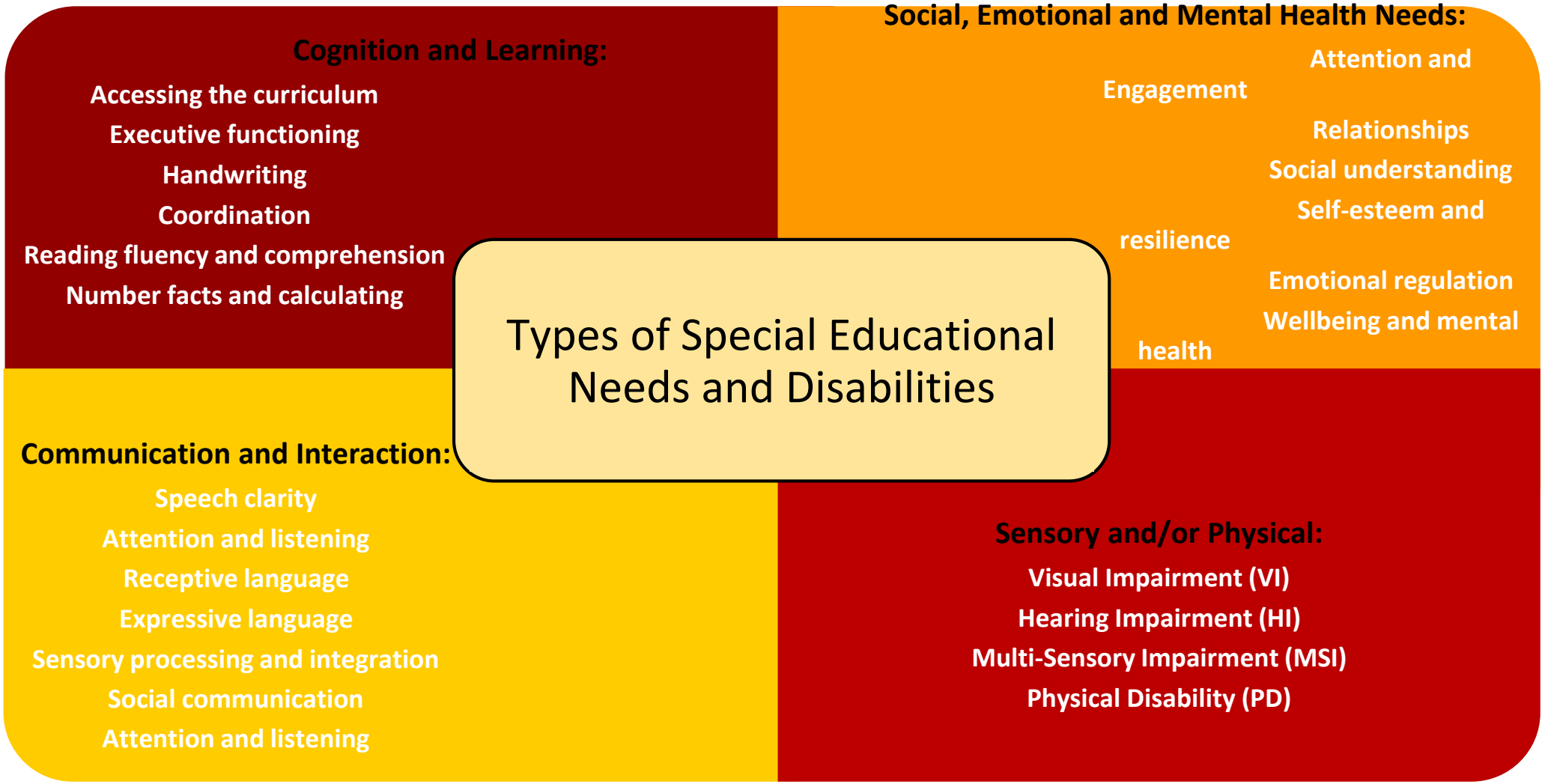
Children will be identified as having a *'Highlighted Need'* when they have a disability, specific diagnosis or identified need that can be met within the school's OAIP.

How are decisions made about what support my child needs?



- 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 Pilton Infants'?

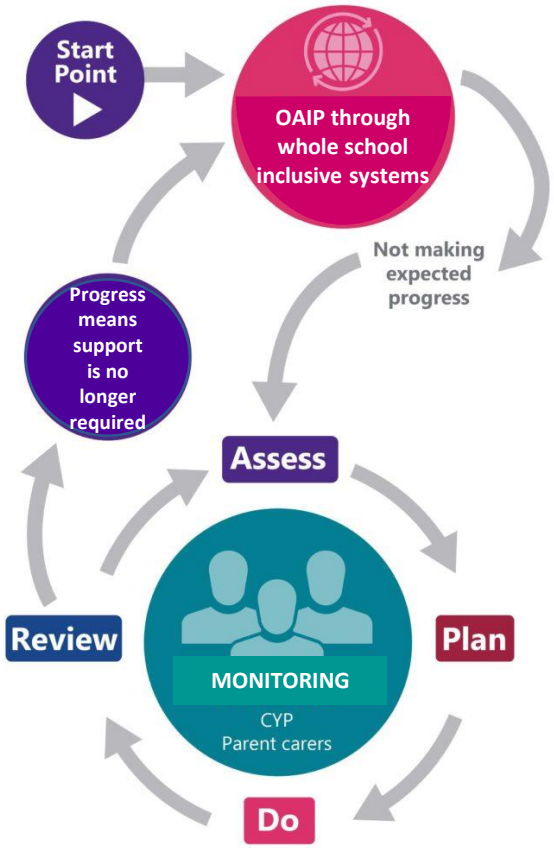


What if my child's needs are complex and I feel they can no longer be met by Pilton Infants' provision?

- 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.

Pilton Infants' School - TEAM Complaints Procedure & Policy

DiAS Devon Information Advice and Support for Special Educational Needs and Disability

Devon Information Advice and Support

Parent Carer Forum Devon CONNECT - EMPOWER - INFLUENCE

Parent Carer Forum Devon