



# Widcombe-in-the-Moor

## SEND Information Report

2025-2026



School Policy and procedure		
<i>Parent/carers questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
<b>What kinds of SEND do pupils in the school have?</b>	<p>Widcombe-in-the-Moor Primary School is a mainstream primary school with children taught in mixed age classes.</p> <p>The school caters for a range of SEND needs; including Communication &amp; Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical &amp; Sensory Needs.</p> <p>At our school, we believe every child is unique, valued, and capable of achieving their full potential. We are committed to providing an inclusive environment where all pupils - including those with Special Educational Needs and/or Disabilities (SEND) - feel safe, supported, and inspired to learn.</p> <p>Policy  <a href="#">Widcombe-in-the-Moor Primary - SEND Policy</a>            SEND provision and information  <a href="#">Widcombe-in-the-Moor Primary - SEND</a></p>	<b>The kinds of special educational needs for which provision is made at school</b>
<b>How do you know if a pupil needs extra help?</b>	<p>A range of information is considered when deciding if a child/ young person requires additional support in school. This process is overseen by the SENDCO and draws on the views of many different people including the child, the parent, the class teacher and other adults working with the child.</p> <p>Teachers track pupil progress each term and this is discussed with the Academy Head at Pupil Progress meetings. Where there is a concern about pupil progress, this is shared with the SENDCO.</p>	<b>Information about the school's policies for identification and assessment of pupils with special educational needs</b>



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- *We follow a graduated response tool*
- *SEND Clinics with teachers and SENDCo*
- *Regular SEND CPD and staff meetings*
- *Regular meeting with parents to gather parent voice*
- Wider networking with professionals
- SEND surgeries for parents of pupils with SEND

At Widecombe-in-the-Moor Primary School, we use the following screening tools and assessments to help identify the area of need:

- A language screener
- Speech assessments
- TALC assessment
- Dyslexia Screeners
- HAST-2 Spelling
- Phonic Assessments
- Reading Assessments
- Teacher assessments
- Needs Indicator Tool
- Standardised assessments

Each term, the school SENDCO will meet with the Inclusion Lead for their Hub to discuss the needs of the children in the school and plan support. This might include further assessment, an observation by the Inclusion Lead, Early Help or an Educational Psychologist triage.

**Day to day support**



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<p><b>How do teachers help pupils with SEND? How will the school support my child?</b></p>	<p>We follow a Graduated Approach to meeting pupils' needs, starting with Ordinarily Available Inclusive Provision (OAIP). Teachers adapt and personalise the curriculum to meet the range of needs and abilities within each class. Our OAIP includes:</p> <ul style="list-style-type: none"> <li>• Protection, Connection, Understanding and Care (Relational Approach)</li> <li>• Learning broken down into small achievable chunks and set out in an achievable way</li> <li>• Class agreements are set with the class so that expectations are clear</li> <li>• Visuals and visual cues to support in the classroom eg, visual timetable, Now and Next,</li> <li>• Brain breaks and movement breaks</li> <li>• Adaptive teaching</li> <li>• Scaffolding and modelling eg, a writing frame, bar model, sentence starters</li> <li>• Flexible grouping</li> <li>• Universal actions for punctuation used when modelling and rehearsing sentences</li> <li>• Visual and oral rehearsing of key text and structure during story mapping</li> <li>• Colourful semantics to support sentence construction</li> <li>• Visual, oral and kinaesthetic rehearsal of subject and text vocabulary</li> <li>• Use of technology</li> <li>• Resources to support learning eg, maths equipment, reading rulers, yellow paper, enlarged texts, phoneme frames, fiddle toys, pencil grips, ear defenders</li> <li>• Warnings of changes to routine</li> <li>• Additional processing time – 10 second rule</li> <li>• Daily review of prior learning</li> <li>• Check for understanding and tackle misconceptions</li> </ul>	<p><b>The school's approach to teaching pupils with SEND</b></p>
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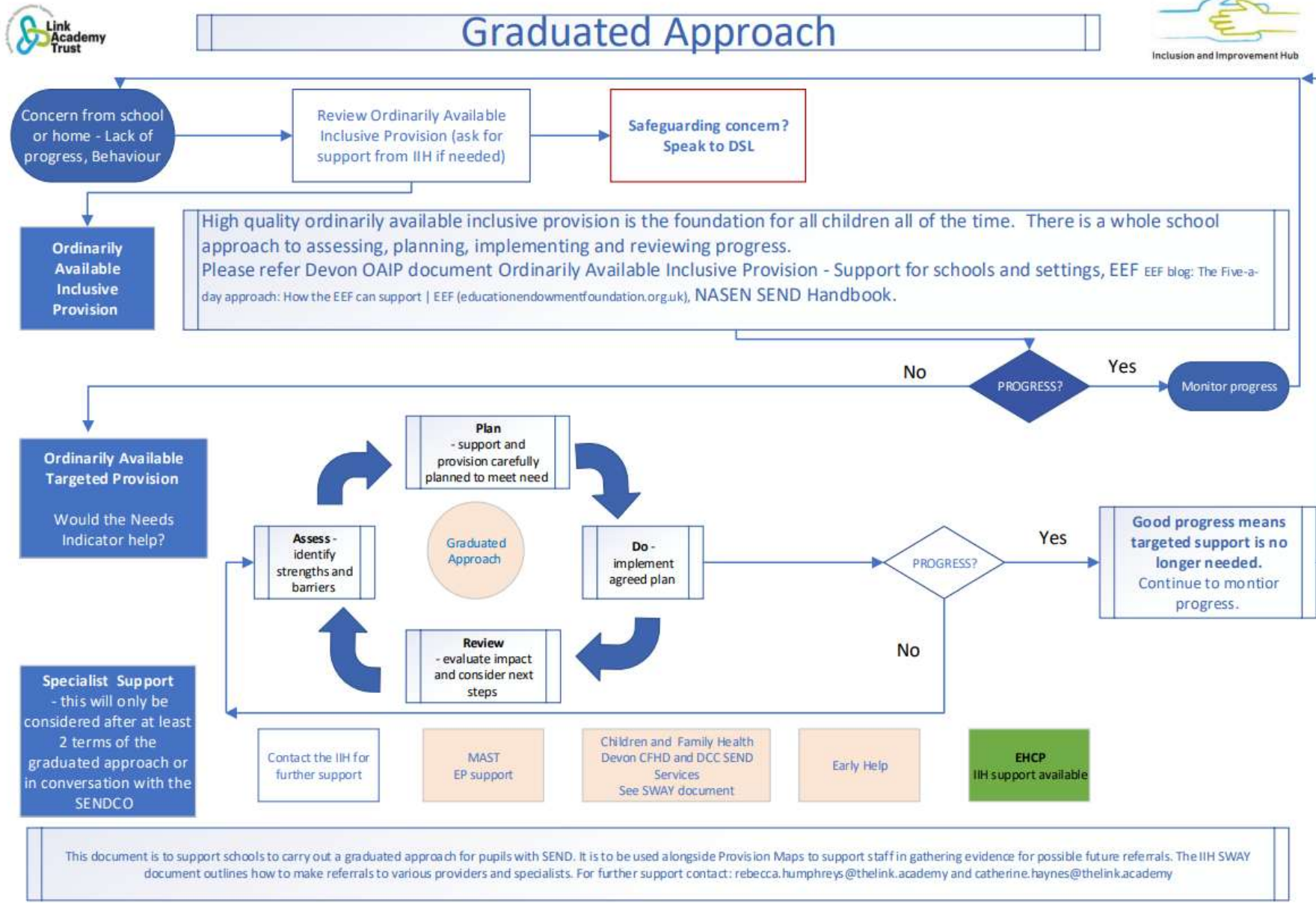


	<p>Where children are not making progress with this support alone, we will look at what targeted support is needed to help the children make expected progress, so they achieve in line with their peers.</p> <p>Targeted Support might include:</p> <ul style="list-style-type: none"><li>• more frequent and deliberately planned use of OAIP strategies</li><li>• use of additional resources or equipment</li><li>• targeted intervention either in the classroom, or in a separate space</li><li>• some additional time with an adult</li><li>• additional assessment materials and screeners</li></ul> <p>We follow a Graduated Approach to support which includes assessment of need, planned support, implementation the support and assessment of impact. This is shown in the diagram below:</p>	
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	 <p><b>Graduated Approach</b></p> <p>Link Academy Trust</p> <p>Inclusion and Improvement Hub</p> <p>Concern from school or home - Lack of progress, Behaviour</p> <p>Review Ordinarily Available Inclusive Provision (ask for support from IIH if needed)</p> <p>Safeguarding concern? Speak to DSL</p> <p>Ordinarily Available Inclusive Provision</p> <p>High quality ordinarily available inclusive provision is the foundation for all children all of the time. There is a whole school approach to assessing, planning, implementing and reviewing progress. Please refer Devon OAIP document Ordinarily Available Inclusive Provision - Support for schools and settings, EEF EEF blog: The Five-a-day approach: How the EEF can support   EEF (educationendowmentfoundation.org.uk), NASEN SEND Handbook.</p> <p>PROGRESS?</p> <p>Yes</p> <p>Monitor progress</p> <p>Ordinarily Available Targeted Provision</p> <p>Would the Needs Indicator help?</p> <p>Assess - identify strengths and barriers</p> <p>Plan - support and provision carefully planned to meet need</p> <p>Do - implement agreed plan</p> <p>Review - evaluate impact and consider next steps</p> <p>Good progress means targeted support is no longer needed. Continue to monitor progress.</p> <p>Specialist Support - this will only be considered after at least 2 terms of the graduated approach or in conversation with the SENDCO</p> <p>Contact the IIH for further support</p> <p>MAST EP support</p> <p>Children and Family Health Devon CFHD and DCC SEND Services See SWAY document</p> <p>Early Help</p> <p>EHCP IIH support available</p> <p>This document is to support schools to carry out a graduated approach for pupils with SEND. It is to be used alongside Provision Maps to support staff in gathering evidence for possible future referrals. The IIH SWAY document outlines how to make referrals to various providers and specialists. For further support contact: rebecca.humphreys@thelink.academy and catherine.haynes@thelink.academy</p>	
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>If there are concerns about a child's learning progress, social and emotional well-being, communication skills or physical abilities, teachers will access support from the school SENDCO and they will work collaboratively with parents/ carers to make a plan of support.</p>	<p><b>How adaptations are made to the curriculum</b></p>





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	<p>As part of this, they will use the Devon Needs Indicator Tool to identify the specific areas of need. From this, we will then use the Ordinarily Available Targeted Support document to identify what provision needs to be in place to enable to child to make progress.</p> <p>When needed, the SENDCO will also access support from the Inclusion Lead for their Hub. This might be for advice, observations or further assessments.</p> <p>Children on the SEND register will have an individual, or be part of a class, Provision Map which will outline the personalised adaptations to the curriculum and any strategies and resources that are in place to ensure access to the curriculum.</p> <p>As part of the Graduated Approach, these Provision Maps are updated each term and shared with parents/ carers.</p> <p>The support offered at our school is divided into three areas: the Ordinarily Available Inclusive Provision, the Ordinarily Available Targeted Support and Specialist Support.</p> <p>Ordinarily Available Targeted Support includes adaptations and support in class and may include time-specific, targeted interventions both in and out of the classroom.</p> <p>Specialised support will incorporate individualised and bespoke support and may include Multi-agency support.</p>	and learning environment
Is there any additional support available to help children with SEND?	<p>We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.</p> <p>These adaptations include:</p> <ul style="list-style-type: none"> <li>Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.</li> <li>Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, offering visuals and concrete resources etc.</li> </ul>	



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- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when there is an identified need that can't be otherwise met; this may often be because they have an intervention requested by an external professional such as an OT or speech & language therapist. As a rule, children do not access 1-1 support even with an EHCP unless there is a clear rationale for this.
- Teaching assistants will support pupils in small groups when they need to deliver an intervention that requires a more focussed approach, this may take place outside the classroom.

Examples of support include:

Communication and Interaction	Cognition and Learning	SEMH	Physical/ Sensory
Visual timetables	Writing slopes available	Quiet workspace	Sufficient space in classroom for safe access
Social stories	Use of a laptop/tablet	Movement breaks	Close partnership with PE lead
Relational Support Plans	Spelling lists and dictionaries	Quiet workspace	Motor skills intervention
Calm learning environment with reduced Sensory overload	Coloured overlays	Fiddle objects	Edumics direct to hearing aids
Ear defenders	Reading frames for limiting information	Movement breaks	Universal actions for Phonics teaching
Predictability and mapping for routine changes	IDL programme	Movement resources; tactiles, resistance, kick bands, wobble cushions	Visuals for timetables, text mapping, new
	Small groupings		
	Precision teaching		



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	<p>Pre-teaching/post-teaching</p> <p>Colourful Semantics</p> <p>Speech and Language Link interventions</p> <p>Visual aids</p> <p>TALC and Language screeners for new pupils</p> <p>Social stories/social skills coaching</p> <p>Language modelling</p> <p>Clear, selective Language in instruction</p> <p>Manageable instruction with visual aids</p> <p>Vocabulary explicitly taught with use of visuals</p>	<p>Phonics intervention</p> <p>GPC charts</p> <p>Colourful Semantics</p> <p>Text structure mapping</p> <p>Oral and physical rehearsal of text and sentence structure</p>	<p>Relational Support Plan</p> <p>Co-regulation plan</p> <p>Visual timetables</p> <p>Nurture group</p> <p>Relational Approaches</p> <p>Attachment informed staff</p> <p>Emotionally Based School Avoidance aware staff / ATTEND Framework</p> <p>Attendance officer</p> <p>Fun Fit</p>	<p>vocabulary and routine changes.</p> <p>Close partnership with Teacher for the Deaf</p> <p>Speech and Language interventions</p> <p>Limiting classroom displays to avoid overload</p> <p>iPad – zoom function</p> <p>Fun Fit – gross motor development</p>		
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	<p>Resources are allocated across the school depending on the needs of the children. This is done by the Academy Head and SENDCO.</p> <p>The detail of the provision is written on the child's Provision Map and these are shared with parents/ carers when they have been written. We welcome input from parents/ carers to these Provision Maps.</p>	
<p><b>How will the school know how well my child is doing?</b></p>	<p>Teachers continually monitor the progress that is being made by the children and this is reviewed on at least a termly basis.</p> <p>Your child's class teacher will meet you regularly (termly or as required), to:</p> <ul style="list-style-type: none"> <li>• Set clear outcomes for your child's progress</li> <li>• Review progress towards those outcomes</li> <li>• Discuss the support we will put in place to help your child make that progress</li> <li>• Identify what we will do, what we will ask you to do, and what we will ask your child to do</li> </ul> <p>The SENDCO may also attend these meetings to provide extra support where requested.</p> <p>We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.</p> <p>We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.</p> <p>After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.</p> <p>If you have concerns that arise between these meetings, please contact your child's class teacher.</p>	<p><b>Arrangements for assessing and reviewing pupil's progress towards outcomes</b></p>
<p><b>How will I know my child is making progress? How do you check on this?</b></p>	<p>We will evaluate the effectiveness of provision for your child by:</p> <ul style="list-style-type: none"> <li>• Reviewing their progress towards their goals each term</li> <li>• Reviewing the impact of interventions after the maximum of one term</li> </ul>	<p><b>How the effectiveness of provision is evaluated</b></p>



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	<ul style="list-style-type: none"> <li>• Monitoring by the SENDCO</li> <li>• Using provision maps to measure progress</li> <li>• Holding an annual review (if they have an education, health and care (EHC) plan)</li> </ul> <p>The Director of Inclusion and Inclusion Leads will hold Inclusion Reviews at least once a year where they visit schools and look at the impact of provision for children with SEND.</p> <p>The Trust SENDCOs meet termly to share practice and advice amongst each other. This provides opportunities for schools to develop their SEND Provision further.</p> <p>The SEND Trustee in The Link Academy has a strategic role of ensuring high-quality, inclusive education for all pupils with SEND across the trust schools. This involves providing strategic oversight, ensuring legal compliance, supporting school leaders, monitoring the trust's SEND provision and championing the needs of pupils with SEND. The SEND trustee acts as a link between the board of trustees, the Director of Inclusion and the Senior Leadership Team and are responsible for promoting an inclusive culture throughout the organisation.</p>	
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>All of our extra-curricular activities and school visits are available to all our pupils, including (where suitably trained staff are available) our before and after-school clubs. If staff are unable to attend an after-school hours club and a child needs support, a parent may be invited to attend alongside their child.</p> <p>All pupils are encouraged to go on our school trips, including our residential trips and we will make adjustments wherever possible to ensure this. All pupils are encouraged to take part in sports day, school plays, special workshops etc. Where we are unsure of suitability, this will be discussed with the parent. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.</p> <p>We have the following support available at the start and end of the day and during unstructured time s- meet and greet, morning activities, lunch club, playleaders, spaces and a variety of activities some of which support regulation, belonging and targeted interests captured by pupil voice.</p>	<p><b>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</b></p>



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	Pupils with SEND are encouraged to contribute to all parts of school life. This includes being an active part of our Pupil Parliament.	
<b>How will you support my child's overall well-being?</b>	<p>All children access the PSHE curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff</p> <p>We provide support for pupils to progress in their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> <li>• We provide extra pastoral support for listening to the views of pupils with SEND (e.g. through our Relational approach)</li> <li>• We have a 'zero tolerance' approach to bullying. Please see anti-bullying policy.</li> <li>• All staff have trained in the Relational Approach where we put relations at the heart of school life and use compassion and an understanding of regulation to support all pupils</li> <li>• We use a range of resources to support children with understanding and being able to communicate how they are feeling</li> <li>• Where children have difficulty managing these big emotions, the team around the child will produce a co-regulation plan for all staff to follow to help the child at these times.</li> </ul> <p>Where there are significant concerns about a child's behaviour, a meeting is organised with the Director of Inclusion, Inclusion Lead, Academy Head, SENDCO and where possible, the CEO. This is to discuss the provision in place for this child and identify any next steps to further support.</p> <p>Where children are finding it difficult coming to school, we will organise a meeting with parents and gain the children's views and then work together to make a plan to support the child with their attendance. This plan will identify the end goal and the small steps that are needed to achieve that goal.</p>	<b>Support for improving emotional and social development</b>



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	<p>Children are encouraged to share their voice through Pupil Profiles, their views on their Provision Maps, gaining their views before meetings and being part of school council and other groups within school. If needed, we will use visuals to support the children in sharing their views.</p> <p>Information about administering medications can be found on the school website here: <a href="#">Widecombe-in-the-Moor Primary - Policies</a></p>	
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Involving families		
<p><b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b></p>	<p>We share progress information with parents/carers by holding termly parent meetings, reviewing Provision Maps, Annual Reviews of EHCPs and in some cases Team Around the Family meetings. We also send a school report each year.</p> <p>There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCO would be involved as appropriate. This may include:</p> <ul style="list-style-type: none"> <li>• Identifying pathways of support for parents</li> <li>• Newsletters</li> <li>• Curriculum overviews and curriculum sharing meetings</li> <li>• Regular signposting for the parent community</li> <li>• Termly SEND surgeries running alongside parent's evenings</li> <li>• Curriculum statements for subjects.</li> <li>• Home learning used through the Seesaw platform</li> <li>• Access to subscriptions and guidance for parents</li> <li>• Resources and materials used in interventions shared with home</li> </ul>	<p><b>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</b></p>
<p><b>How will my child be able to share their views?</b></p>	<p>The level of involvement will depend on your child's age, and how confident they are at sharing their views. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.</p> <p>We may seek your child's views by asking them to:</p> <ul style="list-style-type: none"> <li>• Attend meetings to discuss their progress and outcomes</li> <li>• Prepare a presentation, written statement, video, drawing, etc.</li> </ul>	<p><b>Arrangements for consulting with children with SEND and involving them in their education</b></p>





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	<ul style="list-style-type: none"> <li>• Discuss their views with a member of staff who can act as a representative during the meeting</li> <li>• Use visuals to show their views</li> <li>• Complete targeted pupil voice</li> <li>• Modelling self-advocacy using sentence STEMs</li> <li>• Staff guided to gather pupil voice</li> <li>• Assemblies</li> </ul>	
<p><b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b></p>	<p>We recognise the importance of ensuring a high-quality transition regardless of the stage.</p> <p>To prepare for new students with SEND transitioning into our school, we have the following strategies in place to support:</p> <ul style="list-style-type: none"> <li>• Transition meetings with pre school, parents and any outside agencies</li> <li>• Liaising with the SEND Team</li> <li>• Taster days</li> <li>• Where necessary, a phased start to the term</li> </ul> <p>To help pupils with SEND be prepared for a new school year we:</p> <ul style="list-style-type: none"> <li>• Ask both the current teacher and the next year's teacher to attend a meeting at the end of the year when the pupil's SEND strengths and needs are discussed</li> <li>• We timetable transition sessions so that towards the end of the summer term children spend time in their new class</li> </ul> <p>To help pupils with SEND prepare for transition to Secondary School:</p>	<p><b>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</b></p>



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	<ul style="list-style-type: none"> <li>• The SENDCo of the secondary school will contact our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.</li> <li>• Pupils will be prepared for the transition by:</li> <li>• Discussing a secondary school timetable</li> <li>• Learning how to get organised independently</li> <li>• Attend an enhanced transition and have additional visits</li> </ul> <p>When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. All records will be passed to the receiving school as soon as possible and in line with GDPR.</p>	
<b>Staff skills and wider support</b>		
<b>What skills do the staff have to meet my child's needs?</b>	<p>Within Link Academy Trust we have the support from the Inclusion Team who support our school based SENDCOs.</p> <p>The Inclusion Team co-ordinate much of the CPD that happens in our schools. This has included:</p> <ul style="list-style-type: none"> <li>• The Relational Approach</li> <li>• Understanding Autism</li> <li>• Understanding ADHD</li> <li>• How to support a child with anxiety (inc EBSA)</li> <li>• Supporting reading &amp; phonics (inc. Dyslexia)</li> <li>• Precision teaching</li> <li>• Trauma Training, ACEs, PACE/PANDA</li> <li>• Lego Therapy</li> <li>• The Role of the TA in School</li> </ul>	<b>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</b>



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	<p>Where a new child joins our school who have needs that have not previously been supported, we will:</p> <ul style="list-style-type: none"> <li>• Have a transition meeting with parents, previous setting and outside agencies</li> <li>• Take advice from any professionals working with the child</li> <li>• If possible, access staff training on the specific need</li> <li>• Speak to the SEND Team</li> <li>• Attend TAF meetings</li> </ul>	
<p><b>What specialist services are available at or accessed by the school?</b></p>	<p>The external support services that we access are:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Devon SEND Team</li> <li>• Communication and Interaction Team</li> <li>• SEMH Team</li> <li>• Speech and Language Therapists</li> <li>• SpLD (Dyslexia) Team</li> <li>• Occupational Therapist</li> <li>• Sensory/ Physical Team</li> <li>• Visual Impairment Team</li> <li>• Teacher of the Deaf</li> <li>• School Nurse</li> <li>• Bladder and Bowel Team</li> <li>• Paediatrician</li> <li>• Child and Adolescent Mental Health Team (CAMHS)</li> <li>• Nursery Plus</li> <li>• Early Years Complex Needs Team</li> <li>• Social Care</li> <li>• Family Intervention Team</li> <li>• Children and Families in Grief</li> </ul>	<p><b>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</b></p>



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<p><b>What happens if my child needs specialist equipment?</b>  <b>How accessible is the school and how does it arrange the facilities children need?</b></p>	<p>If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapy, Physiotherapy or Physical Disabilities Team to ensure that the correct equipment is provided to school.          Further information is available in our accessibility plan which can be found on the school website.</p>	<p><b>How equipment and facilities to support children with SEND will be secured</b></p>
<p><b>How will my child manage tests and exams?</b></p>	<p>The Access Arrangements are discussed in meetings with class teachers and the SENDCO to ensure that the children have what they need in place to access their assessments. This will also be discussed with parents.</p> <p>The access arrangements might include:</p> <ul style="list-style-type: none"> <li>• Extra time</li> <li>• A scribe</li> <li>• Transcribe</li> <li>• Breaks through the test</li> <li>• Coloured overlays</li> <li>• Enlarged test papers</li> </ul>	<p><b>Information regarding access arrangements</b></p>



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Accessing advice and support		
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<p>Our school-based SEND Lead is Ella Thompson. Ella is in her second year in this role, has completed the New to SENDco training and can be contacted via the school admin email: <a href="mailto:adminwidcombe@thelink.academy">adminwidcombe@thelink.academy</a>. Becky Humphreys is the school's supporting SENDCo. She has 7 years of experience in this role, is a qualified teacher and has the necessary SENDCo experience and training. Becky achieved the National Award in Special Educational Needs Co-ordination in 2021 and can be contacted via the school office.</p> <p>The Link Academy Inclusion Team consists of:            Fran McLoughlin – Director of Inclusion            Becky Humphreys – Inclusion Lead – South and Mid            Catherine Haynes – Inclusion Lead – East and Mid</p> <p><i>Trustee for Inclusion: Christine Cottle</i></p>	<p><b>Contact details for the Special Educational Needs Coordinator</b></p>
<p><b>What do I do if I'm not happy or if I want to complain?</b></p>	<p>Our school's complaints procedure can be found on the website. Complaints about SEND provision in our school should be made to the SENDCo and/or headteacher in the first instance. They will then be referred to the school's complaints policy.</p> <p>If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.</p> <p>To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.</p> <p>If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To</p>	<p><b>Arrangements for handling complaints from parents of children with SEND</b></p>





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	<p>find out how to make such a claim, you should visit: <a href="https://www.gov.uk/complain-about-school/disability-discrimination">https://www.gov.uk/complain-about-school/disability-discrimination</a></p> <p>You can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Exclusion</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul> <p>Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.</p> <p>Contact details of the disagreement resolution and mediation services for Devon are: Global Mediation and you can contact them on 0800 064 4488 or email <a href="mailto:SEN@globalmediation.co.uk">SEN@globalmediation.co.uk</a> to find out more.</p>	
<p><b>Where can I get information, advice and support?</b></p>	<p>If you have questions about SEND or are struggling to manage and understand your child's needs, please get in touch to let us know. We want to support you, your child and your family.</p> <p>To see what support is available to you locally, have a look at Devon's local offer <a href="https://www.devon.gov.uk/education-and-families/SENd-local-offer">https://www.devon.gov.uk/education-and-families/SENd-local-offer</a></p> <p>Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are able to give impartial and confidential support to families. They can be contacted at : <a href="https://devonias.org.uk">https://devonias.org.uk</a> or on 01392 383080</p> <p>Link <a href="#">Find your local IAS service</a> in your catchment area.</p>	<p><b>Contact details of support services for parents of pupils with SEND</b></p> <p><b>The school's contribution to the local offer and where the LA's local offer is published</b></p>



# Widecombe-in-the-Moor

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<b>Where can I find out about other services that might be available for our family and my child?</b>	National charities that offer information and support to families of children with SEND are: <ul style="list-style-type: none"><li>• <a href="#">(IPSEA) Independent Provider of Special Education Advice</a></li><li>• <a href="#">SEND Family Support - Helping Families Care For Children with SEND</a></li><li>• <a href="#">NSPCC</a></li><li>• <a href="#">Family Action</a></li><li>• <a href="#">Special Needs Jungle -</a></li></ul>	
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