



Policy Name	SEND INFORMATION REPORT
Relevant To	Federation ☒ Bidwell Brook Only ☐ Ellen Tinkham Only ☐
Type of Policy	Model ☐ School ☒
Name of Policy Holder	Monika Davis
Subject/Department	Teaching & Learning
Approved By	Full Governing Body ☐ CBT Governors ☐ T&L Governors ☐ SLT ☒
Version Date (if applicable)	n/a
Date of Last Review	Autumn Term 2025
Date of Next Review	Autumn Term 2026

The Learn to Live Federation consists of Bidwell Brook School and Ellen Tinkham School. Both schools are Local Authority maintained special schools and form part of a Co-operative Trust (the SENTient Trust) with other special schools in Devon.

The Learn to Live Federation has a clear approach to meeting the needs of pupils with special educational needs and is supported by the Local Authority (LA) and the SENTient Trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. This SEN Information Report will be updated annually to reflect changes and plans within the Federation. The report states the current provision offered by the Learn to Live Federation. Admissions to the school are in line with our Admissions Policy which is published on our school websites. More detail on our commitment to high quality educational provision for all our pupils is detailed in our Curriculum Policy.

What types of Special Educational needs do the pupils who attend our schools have?	All pupils attending have either severe or profound learning difficulties. Many also have physical, sensory or behavioural additional needs, including autism.
How do we assess and review pupils' progress towards outcomes, including opportunities to work with families and learners as part of this assessment and review?	Every pupil has an Education Health and Care Plan, which is reviewed annually at a Review meeting. During this review, parents, teachers, professionals and the pupil discuss the pupil's progress and set actions for the following year. The Learn to Live Federation uses a range of different assessment systems to support the varying needs and ages of its learners. These include: • Statutory Framework for the Early Years Foundation Stage and KS1; • Core Curriculum for pupils in KS1, 2, 3 and 4. Some of our KS1-4 pupils work on an Engagement Model Curriculum rather than the Core Curriculum, depending on their pathway and progress; • Home School Agreement Targets (HSAs) – Bespoke assessment system for all pupils. Targets are discussed the Annual Review and subsequent termly parent meetings. Parents are encouraged to work on the targets at home, alongside the school. Targets are set in areas of need bespoke to the pupil such as independence, communication or social skills. Progress for each target is tracked throughout the year and pupil progress data collected and monitored via Earwig; • Pearson's qualifications at Entry Level in Functional English, Maths and ICT at KS4 and KS5; • BTEC in KS5.

Who is our Special Educational Needs Co-Ordinator (SENCO) and how can he/she be contacted?	As special schools, we do not have a named SENCO. If you require any further information, please contact the schools directly: Bidwell Brook tel: 01803 864120 email: admin@bidwellbrook.devon.sch.uk Ellen Tinkham - Hollow Lane (Primary) tel: 01392 467168 email: school@ellentinkham.devon.sch.uk Ellen Tinkham – Wayside Crescent (Secondary) tel: 01392 482533 email: college@ellentinkham.devon.sch.uk If your concern is about the safety of a child, please contact the Designated Safeguarding Leads: Monika Davis, Head of School at Bidwell Brook School monika.davis@bidwellbrook.devon.sch.uk Katy Bradley, Head of School at Ellen Tinkham, Hollow Lane kbradley@ellentinkham.devon.sch.uk Kate Bromage, Head of College at Ellen Tinkham, Wayside Crescent kate.bromage@ellentinkham.devon.sch.uk In their absence, please contact Nikki Burroughs, Executive Head nikki.burroughs@learntolivefederation.co.uk
What is our approach to teaching pupils with Special Educational Needs?	• We are committed to high achievement, effective teaching and learning, and good relationships; • We listen to each other, celebrate each other's strengths, acknowledge weaknesses, and foster a climate of kindness and co-operation; • Our pupils are empowered and given opportunities to participate in a more inclusive school, and in the wider community;

	• Staff present a broad and balanced curriculum which promotes pupils' holistic development and enhances their self-esteem; • All staff support and manage pupils effectively and respectfully achieving high standards of work, discipline and courtesy; • We ensure that all National Curriculum and statutory curriculum guidance is delivered to all pupils; • Quality First Teaching which is delivered using a total communication approach; • Providing a wide range of age appropriate learning experiences which are exciting and challenging; • Personalised provision with adapted resources and interventions; • Staff who have appropriate training and skills; • Secure and appropriate learning environments; • Promote the pupils' spiritual, physical and emotional well-being; • Promote independence and decision making; • Treat everyone with dignity and respect; • We ensure ICT enhances the curriculum and communication for all learners; • Holistic approach to provision of therapy; • Celebrate relationships with parents and families; • Celebrate communication at every level; • Our Safeguarding is effective, to keep all school members safe, including E-safety.
How are adaptations made to the curriculum and learning environment of pupils with SEN?	At both Bidwell Brook School and Ellen Tinkham School, we see each pupil as an individual. We are very proud of our schools and constantly strive towards providing a stimulating and challenging environment for all our pupils to “be the best that they can be”. The curriculum is reviewed to ensure it is in line with statutory guidance and any new regulations. The Learn to Live Federation provides a curriculum that is primarily led by individual outcomes. The curriculum is relevant, broad and promotes independence, as well as enabling learners to become functional in literacy, numeracy and communication. For some pupils, therapeutic interventions comprise a significant part of their curriculum. Learning environments may be adapted by: • Ensuring Total Communication happens at all times;

	• Creating groups that target specific needs in order to make progress; • Incorporating differentiated resources and teaching styles; • Making appropriate choices of texts and topics to suit the learner; • Providing additional adult support; • Offering individualised timetables that allow for sensory breaks/regulation activities.
How do we consult parents of pupils with SEN and involve them in their child's education?	The Learn to Live Federation believes parents have a right to be viewed as partners in the education of their child and therefore we operate an 'open door' policy. Our arrangements include the following: • Initial visits to school; • Introductory meetings; • Regular newsletters; • Parent workshops and training; • Coffee mornings; • Parent Governor opportunities; • Parent involvement in consultations; • Home:School Diaries / emails / phone calls; • School Comms; • Parents Meetings / Structured conversations / Parent Forums; • Annual Report to Parents; • Person Centred Annual Reviews; • Parental Questionnaires ie Reading, Online Safety, Comms.

How do we consult pupils with SEN and involve them in their education?	In the Learn to Live Federation, we put our learners first. All learners are treated with dignity and respect. We embrace a person-centred approach to our curriculum for every learner. • Pupil voice; • School Councils; • Person Centred Annual Reviews; • Listen to Me Booklets; • Core Documents; • Advocacy Support; • Careers Hub; • Preparing for Adulthood Agenda; • Individualised Targets; • Champions for Change; • Communication Profiles; • Working closely with NHS to help inform GPs about their patience with autism and learning disabilities.
What support is available for improving overall well-being of our learners at Learn to Live Federation?	Our ethos focuses on how we model and teach young people the values, language, strategies and skills to develop the supportive relationships that are essential for a physically and emotionally safe learning culture. We teach the strategies and skills young people need to ask for help for themselves or others. A comprehensive, progressive PSHE education programme is at the heart of the curriculum, promoting wellbeing and the entitlement of every child. We have devised an assessment system that measures impact of how pupils manage their feelings, their self-confidence and how they are able to make relationships. Learners are supported by: • An anti-bullying policy that is understood and implemented by all staff; • Positive Behaviour Support Plans (where applicable) and Intimate Care Plans; • An Individual Core Document which includes information about their Risk Assessment, Intimate Care and Communication;

	• A robust Safeguarding Policy and Intimate Care Policy; • Personal care conducted discreetly and with dignity, fostering independence where possible; • Close working relationship with Devon's Children with Disabilities Team; • Staff trained in a range of support packages including attachment disorder, forest school etc; • Targeted support for individual pupils eg Lego Therapy; • School Councils; • Advocacy Support for learners; • Communication and Decision Making Team, which provides support and advice in meetings and supports learners with their social and emotional needs; • Breakfast Club.
What expertise and training do our staff have to support pupils with SEN?	At both schools, we have access through external professional agencies to Speech & Language Therapy services, Occupational Therapists and Physiotherapists who work across our sites to provide personalised learning programmes. The schools have access to a Specialist Community Public Health Nursing Team and a school employed Nursing Assistant. This team work closely with parents, carers and staff to assist in promoting the health and wellbeing of our pupils with complex nursing needs. We also have visiting specialists eg Orthoptist. Learners who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, bladder and bowel specialists, dentists and the Immunisation Team who all run clinics at our schools. A core training programme related to work as a Teaching Assistant or Teacher is provided. Training is specifically related to the needs of learners in our schools. Teachers undergo regular CPD training. All staff have clear job descriptions which detail required qualifications for each post.

How will we secure equipment and facilities to support pupils with SEN?	As special schools, the resources we have available to us are focused on pupils with special educational needs. All our school buildings are fully accessible. We look to enable the environment to be supportive of pupils' communication and sensory needs. Each school uses its own budget to provide the majority of resources and facilities that are needed. Some specific resources come via other agencies ie equipment such as standing or walking frames etc. If additional equipment or support is needed, the schools make enquiries to Devon County Council Support Services and also charitable trusts for funding.
How does the governing body involve other stakeholders including Health and Social Services, Local Authority and Voluntary Organisations, in meeting the needs of learners with SEN and their families?	The Governors are aware of the wide range of staff working together within the Federation to support our learners and their families. Some staff are employed directly by the Federation; others have different lines of management as can be seen below. The Learn to Live Federation works closely with visiting professionals to provide consistency in approaches. There is monitoring of practice to ensure pupils' needs are met. All classroom and administrative staff are employed directly by the Federation. Learning Disability Nurses, Physiotherapists, Speech & Language Therapists, Occupational Therapists and CAMHS staff are NHS employees. Behaviour Support, Advisory Teachers and Educational Psychologists are employees of Devon Education Services. They provide staff training and advice on individual needs. Transport to school is provided by the Local Authority, not the schools. Escort staff are employed by Devon County Council or their contracted transport organisations. There are social workers for pupils with additional needs based within the Children with Disabilities Team. In addition, we have links with: • Clinical Commissioning Groups;

	• Health and Wellbeing Board and the Immunisation Team who all run clinics at the schools; • Therapy Departments; • Devon's "Front Door" (formerly known as the Multidisciplinary Safeguarding Hub [MASH]); • Local Authority Designated Officer (LADO).
How do we evaluate the effectiveness of our SEN provision?	The schools have robust monitoring in place to evaluate its effectiveness through a variety of processes. • Teaching & Learning is discussed weekly during T&L Senior Leadership meetings; • Senior Leaders in all settings regularly undertake informal 'dip-ins' which informs T&L Senior Leaders to signpost Teachers and/or Teaching Assistants to models/areas of good practice; highlight complacency or areas of under-performance and provide support; • A Teaching & Learning monitoring cycle is in place that is ongoing throughout the year; • Data is gathered termly and scrutinised by both Senior and Middle Leaders; • All stakeholders are involved with the development of the Federation Development & Innovation Plan. Parent and pupil voice is paramount in its development and taken from 'what's working/what's not working' elements of the Person Centred Annual Reviews; • Governors monitor the developments through their monitoring cycle; • The Federation also purchases external monitoring (School Improvement Partner) to provide Governors with an independent view of both schools and the Executive Head's performance.
How do we handle complaints from parents of children with SEN about provision made at the school?	If a family has a complaint, our Heads of School will contact the individual(s) and discuss the complaint over the phone. If needed, a meeting is arranged in school. If the matter is not rectified, the Learn to Live Federation has a Complaints Policy on our websites. Families can follow the process for making a complaint as detailed within this Policy.
Who can young people contact if they have concerns?	Pupils may raise a concern with their Class Advocate, their Teacher or indeed any adult with whom they may have a good relationship. Parents may wish to address the Class

	Teacher directly or take their concern directly to the Head of School, Deputy Heads, Assistant Head or Executive Head.
What support services are available to parents?	Within both schools, we have an Early Help Officer who acts as liaison between the school staff, families and other external agencies such as Social Services, the Attendance Improvement Officer etc. For further information contact: Danielle Prowse at Bidwell Brook: dprowse@bidwellbrook.devon.sch.uk Jo Ellis at Ellen Tinkham: jo.ellis@ellentinkham.devon.sch.uk

For information relating to SEN, please see Devon's Local Offer:
[Devon's SEND Local Offer - help and support for children with SEND](#)