

Exe Valley Federation SEND Information Report 2026

1. The kinds of special educational needs for which provision is made at the schools.

In a creative, caring environment, we all support and challenge each other to develop confidence and independence. As active global citizens, we are inspired to discover and succeed in lifelong learning.

The Exe Valley Federation strives to work in an inclusive way, recognising that this may mean we need to treat some children differently in order to ensure equality of opportunity. We recognise the importance of identifying and providing for children with SEND and understand that a strong partnership with parents/carers plays an essential role in supporting a child's education.

We endeavour to create a learning environment which is flexible enough to meet the needs of all members of our school community. We value high quality teaching for all learners and actively monitor teaching and learning in the schools to ensure that learning is taking place.

Inclusion means that every pupil is welcomed, belongs, attends, participates and achieves within their local school community, regardless of need, background or circumstance. We recognise that some pupils require different levels of support to achieve equitable outcomes and are committed to removing barriers through high-quality teaching, early intervention, reasonable adjustments and effective partnership working.

We recognise that attendance, engagement and belonging are closely connected. When children feel safe, understood and supported, they are more likely to attend regularly, engage positively in learning and achieve positive outcomes. We therefore work proactively with pupils, families and partner agencies to identify and address barriers at the earliest opportunity.

What special educational needs and disabilities do you support?

We support a wide range of special educational needs and disabilities. There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

1. Communication and interaction (C&I)
2. Cognition and learning (C&L)
3. Social, mental and emotional health (SEMH)
4. Sensory and/or physical needs (S/P)

If a pupil has SEND, then their needs will fit into one or more of these categories. At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

What should I do if I think my child may have special educational needs?

If you think your child may have SEND your main point of contact at school should always be your child's class teacher/s. You can start by contacting the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, or the SENDCo, then the class teacher will be able to help you arrange this.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

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

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At the Exe Valley Federation we ensure that assessment of educational needs, directly involves the learner,

their parents/carer and of course their teacher. The Special Educational Needs Co-ordinators (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available.

The SEND team (class teachers, school SENDCo and Head of School) are responsible for identifying pupils who need SEND support. We have a clear graduated approach to meeting pupil's needs. Information is gathered in a variety of ways which include:

- Lack of progress in curriculum areas through termly teacher assessments and analysis of data
- Listening to and following up on parental concerns
- Following up on concerns raised by teacher and TAs regarding individual pupils
- Information gathering through observations, additional assessments and transition meetings from Pre-school/Nursery
- Reports from outside agencies including medical letters, occupational therapy reports and speech and language reports

We believe early identification is essential in supporting positive outcomes for children and young people. Concerns may be identified through ongoing assessment, attendance patterns, observations, discussions with parents, pupil voice and information shared by external professionals. Early intervention strategies are implemented wherever possible to prevent difficulties becoming barriers to learning and participation.

What assessments do you use to identify SEND?

Assessments used to identify SEND include:

- Termly teacher assessments (Reading, Spelling, Writing and Maths)
- Phonics screening assessments in year 1 and year 2
- Speech and Language Link assessment
- Junior Language Link assessment
- Boxall Profile

We also work closely with the community school nurse team when parents or teachers are concerned about any medical needs.

What outside agencies support?

We use several outside agencies to advise us on meeting pupils' needs including:

- Educational Psychology Service (Devon Educational Psychology Service) *although this is a reduced service*
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- Devon SEND Support Service
- Child and Adolescent Mental Health Services (CAMHS)
- Devon Integrated Children's Service
- Early Help Forum
- Early Years Consultants

What happens if my child is identified as having SEND?

If a pupil is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. This may range from in-house intervention support for reading, spelling or maths, for example, to enlisting support from outside agencies such as our Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, Communication and Interaction Team, and a variety of other local support services. As a federation we have an excellent relationship with all local services with whom we work closely and we also work closely with other schools to enable us to share good practice and expertise. We also have access to services universally provided by Devon County Council, which are described on the Local Offer website - www.devon.gov.uk/send

What does EVF mean by SEND?

In the Exe Valley Federation, we recognise that children make progress at different rates and not always in a steady linear pattern. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. As a federation we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If a pupil is identified as having SEND then their name will be added to the SEND register, but we recognise that pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age related expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

- a) how the school evaluates the effectiveness of its provision for such pupils and;
- b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing?

Monitoring progress is an integral part of teaching and leadership within the Exe Valley Federation. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.

Support is planned and reviewed collaboratively with pupils, families and relevant professionals. Outcomes focus on improving participation, independence, wellbeing, attendance and academic progress.

Planned arrangements for communicating between school and home include:

- Some pupils have a home/school communication book, which travels between home and school every day so that comments from parents/carers and teachers or LSA's can be shared and responded to as needed
- The Exe Valley Federation has two formal parents' evenings each year, when all teachers are available to meet with parents/carers to discuss progress and learning
- The Exe Valley Federation annually sends home one full school report which includes a progress check and a class teacher report across all curriculum areas. These are sent home to parents/carers and provide a basis for discussion about progress across the curriculum.
- If your child has an TAF (Team Around the Family), there are requirements for at least one progress/review meeting each term, organised by the Head of School or SENDCo and attended by parents/carers, teachers and outside agencies involved in the student's education.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents/carers, teachers and outside agencies involved in the student's education.

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The Exe Valley Federation assessment system includes:

- Data collection termly, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and subject leaders can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENDCos, class teachers, and Heads of School who use the information to plan and design the next half term's intervention programme.
- The Heads of School are responsible for whole school data and tracks the school's progress against national standards. This provides guidance for the class teachers and SENDCO when planning the additional support for pupils.

How will you help me to support my child's learning?

There may be suggested strategies or activities for you to do at home to support your child's learning.

Meetings may be arranged with other professionals involved in supporting your child eg educational psychologists, specialist teachers, speech and language therapists etc.

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal adapted curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at The Exe Valley Federation to support learners with SEND.

High-quality adaptive teaching remains the first level of support for all pupils. Teachers are responsible for the progress and inclusion of every child within their class and work closely with support staff, families and the SENDCO to remove barriers to learning and participation.

The SENDCO and Head of School collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated and monitored by teachers, head of school and Executive Head. The Federation data is also monitored by the Local Authority and Ofsted. SEND is reported to the Governors termly, to inform them about the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times. One of the Governors is responsible for SEND.

How will the curriculum be matched to my child's/young person's needs?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The federation follows Devon's Ordinarily Available Inclusive Provision (OAIP) framework. This outlines the universal provision available to all pupils and includes adaptive teaching, communication-friendly classrooms, visual supports, scaffolded learning, flexible grouping, sensory regulation opportunities and support for emotional wellbeing.

Teachers routinely identify and implement reasonable adjustments to remove barriers to learning, participation and attendance. Adjustments may relate to the curriculum, environment, communication methods, resources, routines or support arrangements.

We use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Tablets, lap tops or other alternative recording devices
- Peer self-assessment
- Pre-teach sessions
- Choice of challenge

• Precision teaching • Positive behaviour rewards system
d) how the school adapts the curriculum and learning environment for pupils with special educational needs and;
e) additional support for learning that is available to pupils with special educational needs;
<i>How is the decision made about the type and how much support my child will receive?</i> We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. It is our aim to ensure pupils are given support most appropriate to their needs. Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment. The SENDCo consults with the Head of School, as well as with support staff, to discuss the pupils' needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning. The Exe Valley Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEND. Support is determined through discussion between families, teachers, SENDCos and, where appropriate, external professionals. Decisions are based on individual need and focus on achieving meaningful outcomes that improve access, participation, attendance, wellbeing and achievement.
f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;
<i>How will my child be included in activities outside the school classroom including school trips?</i> All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We are committed to making reasonable adjustments to ensure participation for all, and will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from, where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. All staff at The Exe Valley Federation have had training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities." Section 1(1) Disability Discrimination Act 1995 This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

- g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

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

Across the Exe Valley Federation we have a two ELSA practitioners, we have a THRIVE trained practitioner, and an AcCEPT co-ordinator. Staff have had training in the Relational Approach.

The federation is committed to trauma-informed and relational practice. Staff recognise that behaviour is a form of communication and seek to understand and respond to underlying needs. Safe, predictable and supportive environments help children develop confidence, resilience and a strong sense of belonging.

Pupils who struggle with social situations are provided with playground support during lunchtimes and break times, where they are supported by TA's to manage unstructured social time. The Exe Valley Federation has TAs who are able to run Circle of Friends sessions, and can provide individual mentoring sessions for some children.

Balloons (bereavement) training has been attended by a number of staff and can be used to provide in-school support for pupils coping with bereavement.

For children who are young carers – with family members who have care needs affecting their lives – support can be obtained from Devon Young Carers, initiated either by parents/carers or the school.

We recognise the strong relationship between attendance, wellbeing, inclusion and achievement. Where attendance is affected by SEND, anxiety, medical needs or other barriers, staff work closely with families and external agencies to identify supportive strategies and promote successful engagement with school.

If a pupil is unwell during the school day, and is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, the designated First Aiders will attend urgently, or may call for an ambulance if the student requires hospitalisation. Members of staff are trained annually on administering Epi-Pens for anaphylactic shock and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year. For a more detailed overview of these arrangements see the schools' Medical Conditions Policy.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

The people responsible for managing The Exe Valley Federation's provision for pupils with Special Educational Needs and Disabilities are our Special Educational Needs Co-ordinators.

Brampford Speke CE Primary School - Mrs D Woolacott - brampfordadmin@exevalleyfederation.org.uk

Cheriton Fitzpaine Primary School – Mrs D Woolacott - cheritonfitzpaineadmin@exevalleyfederation.org.uk

Newton St Cyres Primary School – Mrs. S Wilkinson– newtonadmin@exevalleyfederation.org.uk

Sandford Primary School – Mrs C. Galt – sandfordadmin@exevalleyfederation.org.uk

Silverton CE Primary School - Mrs. C Galt – silvertonadmin@exevalleyfederation.org.uk

Thorverton CE Primary School - Mrs. C Galt – thorvertonadmin@exevalleyfederation.org.uk

Whimple Primary School – Mrs D Woolacott - admin@whimple-primary.devon.sch.uk

The Erme Primary School – Mrs L Mather – theerme@moorsway.devon.sch.uk

Cornwood CE Primary School – Mrs L Mather - cornwood@moorsway.devon.sch.uk

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

The SENDCos are fully qualified and accredited through the National Award for SENCO's programme, and liaise with many specialist services and outside experts, to ensure provision for the pupils is appropriate and meets all needs. The Exe Valley Federation works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychology Service (Devon and Sunrise Psychology)
- Devon LDP Service: Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, DCC SEND team
- South West Family Support Services

What training have the staff supporting SEND had or what training are they having?

SEND training is an on-going rolling programme of professional development for all our staff throughout the academic year. SEND training forms part of the continuing professional development of all teachers and Teaching Assistants, and is organised in accordance with the needs of the pupils.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

The Exe Valley Federation schools all have teaching spaces on the ground floor and disabled toilets.

Brampford Speke CE Primary School is a rural village school housed in a Grade 2 listed, Victorian building. We have an accessible toilet and one entrance on the ground floor which both pupils and parents use. The school has a playing field which is a short walk away. The school frequently uses the local Baptist Chapel and Parish Church which are in close proximity to the school. For indoor PE, dance and drama, the school uses the village hall which is a short walk away. Access to the hall is gained by a short path and series of steps. At the front of the school, there is a dedicated outdoor learning space (with covered areas) for the use of Pre-School and Class 1 pupils. The school has a level playground with a good selection of adventure playground equipment on the grass verge, a sensory garden, outdoor pavilion and drama stage. There are also several vegetable plots.

Cheriton Fitzpaine School and Newton St Cyres school have been built in the last 15 years and were designed to be accessible for anyone with additional needs. Cheriton Fitzpaine is built on an exposed site and accessed via a flight of steps or driveway with controlled access.

Sandford School is built on a sloping site with access via a steep tarmacked driveway. There are short flights of steps to most buildings and multiple changes in level as a result. Some of the newer buildings have wider corridors and there is a disabled toilet in the main building and stand-alone classroom. Other buildings have toilets but the extent to which these are accessible varies due to the number of steps. The school comprises a Georgian building, modern temporary classrooms, a modern main building and additional classroom on the field. The grounds are extensive but sloping and difficult to access in poor weather.

Silverton CE Primary School building is built on a split level; with the administration and staff areas, lower key stage one classroom and the hall on one level, and the other classrooms and children's toilets down five steps. All classrooms can be accessed by external doors. The main playground is only accessible via steps, although there is a small lower key stage one playground, level with the classroom. There are extensive grounds which can be accessed by grass slopes from the main playground. There are disabled parking bays and a ramp to access the main entrance of the building. An accessible toilet is located by the front door. There is a toilet next to the lower key stage 1 classroom.

Thorverton CE Primary School is accommodated in a range of buildings, most of which are Victorian. There is an accessible toilet on the ground floor in the main building and this is reasonably accessible. There are changes in levels throughout the site and some buildings can only be accessed by climbing a step. The playground is reasonably flat and accessible. Offices on the first floor of School House are accessed by a steep flight of stairs.

Whimble Primary School is set in the heart of the village, next door to the village hall which is used daily for PE, assembly and lunches etc. The pre-school also meets in a room at the back of the hall, enabling us to have a close working relationship which in turn ensures a smooth transition into school. The ground floor of the school has easy access via double doors to the main building and ramps up to the two mobile classrooms. We have installed several computers and an interactive whiteboard in the ground floor library, as the ICT suite can only be accessed via stairs. There is an accessible toilet. The school is fully compliant with the Disability Equity Duty requirements.

We ensure, wherever possible, that equipment used is accessible to all children irrespective of their needs.

Extra-curricular activities are accessible for children with SEND.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school?

The Exe Valley Federation recognises the importance of working as a team with families to achieve the best outcomes for children. By listening to parent/carer concerns and aiming to understand and listen to your concerns about your child and to act on any concerns regarding progress and development effectively is our endeavour. We also listen to the children and act on their concerns or suggestions. Parents are also invited to meet with their child's teacher termly. Other arrangements can also be made for parents to meet class teachers to discuss reports from outside agencies and at transition times to meet new class teams.

We are committed to co-production and recognise parents and carers as equal partners in identifying needs, planning support, reviewing provision and shaping future outcomes for their children.

How can I get involved in my child's education?

Parents will be informed of any additional support and interventions that are planned for their child and are given regular feed-back on the progress that their child is making. The schools' have an open-door policy and parents are encouraged to speak to class teachers regularly, either face to face or through the use of a virtual meeting platform.

Parents will be informed about their child's progress through meetings with class teachers, parents' evenings and the Annual Report to Parents.

If a pupil has an Education Health and Care Plan (EHC plan,) the same meetings take place, and the EHCP will also be formally reviewed annually.

Throughout the year parents are invited to their child's Open afternoons, Music concerts, and other events and performances.

Who can I contact for further information?

A parent/carer's first point of contact should be the child's class teacher to share concerns

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We are committed to actively seeking and valuing the views, wishes and aspirations of children and young people. Pupils are encouraged to contribute to discussions about their strengths, interests, future goals and the support that helps them to learn successfully.

Where appropriate, pupils may contribute to School Support Plans, Annual Reviews, transition planning and Pupil Passports which help ensure that they are known, understood and supported consistently. We use a variety of methods for seeking student views:

- The schools' have an active school council, where pupils are elected to represent their peers. The school council is consulted on whole school plans, leads on charity activities at school and is able to express student views throughout the school year.
- If a pupil takes part in an intervention programme, then they will reflect at the end of each session as well as contribute their views to the review of progress.
- If your child has a TAF, or an EHCP their views will be sought before any review meetings.

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The Exe Valley Federation complaints procedure is published on the Federation website.

<http://www.exevalleyfederation.co.uk/>

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Termly meetings are held with the link SEND Governor who has oversight of the procedures in the Exe Valley Federation.

The Exe Valley Federation has access to a range of services. These include the school nurse, Devon Advisory Teachers, Educational Psychologist, Speech and Language Therapist, Behaviour Support Team, Communication and Interaction Team, Social Care, and a variety of other local support services.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

This information is set out in Devon County Council's local Offer - Devon Local Offer Website:

<https://new.devon.gov.uk/send>

12 The EVF schools' arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transition is a part of life for all learners, and planning for transition is a part of our provision for all learners.

Some children may need enhanced support during the transition of classes, and the class teachers and SENDCo can be used to facilitate this where necessary.

Enhanced transition arrangements may include additional visits, transition booklets, social stories, visual supports, photographs of key adults and environments, meetings with parents and bespoke transition plans developed collaboratively with receiving settings.

During transition to and from other schools/pre-school a planning meeting will be held to discuss each child's needs and ensure for a planned and supported transition. Assessment and progress data, attendance and behaviour information, and information about friendship groups is collected and shared at the planning meeting.

The Exe Valley Federation is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

13 How does the federation evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is monitored through:

- pupil progress and attainment data
- attendance and engagement information
- SEND reviews and annual reviews
- pupil voice
- parent feedback
- learning walks and provision monitoring
- external professional advice
- governor monitoring

Information gathered is used to evaluate provision, identify future priorities and ensure resources are used effectively to improve outcomes for pupils with SEND.

14 Information on where the local authority's local offer is published.

Further information and support services parents/carers can access in Devon

In order to ensure that our parents and carers are fully informed about what is available for children with SEND, we have provided links to some websites, including the DEVON LOCAL OFFER website which we strongly recommend that you access and which we hope you will find helpful:

Devon Local Offer Website: <https://new.devon.gov.uk/send>

Devon Information Advice and Support (DIAS): [Home - Devon Information Advice & Support \(devonias.org.uk\)](http://devonias.org.uk)

The Devon Information is a website which provides support and additional information for parents.

Further information for parents can be found at the Family Information Service website, which signposts services available to parents. [Help and support for parents and families in Devon \(pinpointdevon.co.uk\)](http://pinpointdevon.co.uk)

Other useful sources of information can be found on the Devon County Council website at:

[I need to... - Education and Families \(devon.gov.uk\)](http://devon.gov.uk)

The SEND local offer gives comprehensive details about all the support and services available to support children and young people (0-25) in Devon [Devon's SEND Local Offer - help and support for children with SEND](#)

Abbreviations:

CAMHS – Child and Adolescent Mental Health Service

EHCP – Education, Health and Care Plan

ELSA – Emotional Literacy Support Assistant

HLTA – Higher Level Teaching Assistant

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Needs and Disability Co-ordinator