

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

‘Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’
Matthew 5:16

Special Educational Needs and Disability (SEND) Information Report

Date adopted by Governors:	September 2026
Date for policy review:	September 2027
Person responsible for review:	SENDCo
Signed by Chair of Governors	<i>Stranely</i>

Our Vision

This information report is underpinned by our school vision based on the scripture:

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16

We believe this quality will enable our children to be successful learners who will want to make a positive contribution to the wider community, and so develop life-long skills that will enable them to have the best possible futures.

Shottery St Andrew's has an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

Statutory Compliance

This SEND Information Report complies with:

Section 69 of the Children and Families Act 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

The Equality Act 2010 and statutory guidance (2015)

The Special Educational Needs and Disability Regulations 2014

SEND Report

Our Special Educational Needs and Disability (SEND) Information Report provides an overview of the school's approach to identifying and supporting pupils with SEND so that they make progress, achieve their best and become confident individuals. This information is reviewed annually.

Shottery St Andrew's CE Primary School is a fully inclusive mainstream school. We strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the school curriculum, regardless of their gender, ethnicity, social background, religion, sexual orientation, gender identity, physical ability or educational needs.

Our teachers plan lessons that support the learning and progress of all pupils through a variety of methods, creative and innovative teaching techniques and the use of a wide range of resources. These methods are adapted to suit the needs of all learners, including those with SEND. This is known as differentiation. Furthermore, if a child is not making a good rate of progress at any point, they may receive additional intervention sessions to boost their learning.

At Shottery St Andrew's CE Primary School the headteacher, governors and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The SENDCo is Clair Reeves

Admissions

The admission arrangements for pupils with SEND do not discriminate against or disadvantage disabled children or those with special educational needs. All children are welcomed into our school in line with our Admissions Policy.

How do we define SEND in our school?

Despite high-quality classroom teaching and interventions, some children may be unable to make expected progress in their learning for a variety of reasons – one of which is a special educational need.

The definition of a child with SEND is set out in the SEND Code of Practice: 0 to 25 years (January 2015):
'...where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

How do we identify SEND?

At Shottery St Andrew's CE Primary School, we recognise that a child may experience difficulties in one or more of the four broad areas of need identified within the SEND Code of Practice. Identification of SEND is a graduated process based on careful assessment, observation, discussion with parents and, where appropriate, advice from external professionals.

1. Communication and Interaction

Children with communication and interaction needs may experience difficulties with understanding language, expressing themselves, social communication or interacting with others. This may include children with Speech, Language and Communication Needs (SLCN) or Autism Spectrum Condition (ASC).

We may identify these needs through:

- Regular classroom observations
- Discussions with parents regarding communication and social development
- Monitoring of language development and vocabulary acquisition
- Assessment of listening, attention and understanding skills
- Observation of social interaction with peers and adults
- Screening tools and referrals to Speech and Language Therapy or other specialist services where appropriate

2. Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than their peers and may require additional support to develop literacy, numeracy, memory, processing or problem-solving skills. This includes children with specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

We may identify these needs through:

- Ongoing teacher assessment and pupil progress monitoring
- Analysis of attainment data and rates of progress

- Review of classwork, independent work and assessment outcomes
- Diagnostic screening assessments where appropriate
- Discussions with parents and previous educational settings
- Consultation with educational psychologists or specialist teachers where required

3. Social, Emotional and Mental Health (SEMH)

Children with SEMH needs may experience difficulties managing emotions, forming relationships, regulating behaviour, coping with anxiety or maintaining positive mental health.

We may identify these needs through:

- Observations of behaviour and emotional wellbeing in different settings
- Discussions with pupils, parents and staff
- Monitoring attendance and engagement with learning
- Use of pastoral assessments and wellbeing check-ins
- Consideration of significant life events or adverse experiences
- Referrals to appropriate support services where additional assessment is needed

4. Sensory and/or Physical Needs

Some children may have a disability or sensory impairment that affects their ability to access learning and the school environment. This may include hearing impairment, visual impairment, physical disabilities or sensory processing difficulties.

Graduated Approach

We follow the graduated approach of Assess – Plan – Do – Review, ensuring early identification, effective intervention and regular evaluation of support for pupils with SEND.

What should I do if I think my child has a Special Educational Need?

Concerned parents should speak initially to their child's class teacher or the school SENDCo.

What is the school's approach to teaching children with SEND?

Additional support for children with SEND may involve:

- Further differentiation in class (teaching and resources)
- Advice to staff on a child's needs and specific strategies for teaching and learning
- One-to-one or small group targeted intervention sessions with school staff and/or external professionals
- One-to-one in-class support
- Modifying the learning environment (e.g. bespoke furniture/resources)
- Adapting the curriculum (e.g. adapting teaching content/sequences)
- Technology support

Any additional support for a child with SEND is documented on their Individual Education Plan (IEP), which is reviewed at least termly with the pupil, parents, school staff and professionals.

How are staff trained to support children with SEND?

The SENDCo oversees the provision for all children on the SEND register and for those with suspected but undiagnosed SEND.

All staff receive on-going professional development on high-quality teaching and learning, including strategies to support children with SEND. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

How are pupils and parents involved?

Pupils and parents are at the heart of the SEND process. Their views are sought when:

- setting and reviewing targets
- making decisions about support
- at each stage of the Assess–Plan–Do–Review cycle

How do you decide about the type and amount of support my child will receive?

All children should receive quality first teaching from their class teacher. Teachers' planning may be adjusted following information from parents or through advice from other professionals. Specific group work or 1:1 work may be allocated. Intervention groups and targeted programmes are tracked and regularly reviewed.

Funding for SEND provision is provided from the school's delegated budget. Where a pupil's needs require additional support beyond this, the school can apply for 'top-up' funding or an Education, Health and Care Plan (EHCP).

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

Class teachers strive to provide high-quality teaching and learning to all pupils. Specialist teachers' reports and other agencies may provide advice and recommendations to ensure specific resources and strategies are used.

How does the school support the emotional and social development of children with SEND?

Shottery St Andrew's CE Primary School prioritises the social development and emotional well-being of all its children. Social and emotional development is embedded throughout the school curriculum. For those needing extra support, provision may include nurture groups, 1:1 mentoring, play therapy, art therapy and counselling.

Where additional support is required, we work with external agencies via the Early Help (EH) Framework.

How does the school support children with medical conditions?

We make suitable arrangements for children with medical conditions, in line with our Supporting Pupils with Medical Conditions Policy, ensuring they can access and enjoy the same opportunities as their peers.

How does the school support children with SEND on entry and transition?

Some children who join our school are already diagnosed with SEND. Information is gathered from previous settings to adapt provision. Visits may be made to pre-school settings or previous schools to liaise with staff who know the child well.

When children leave at the end of Year 6, the Year 6 teacher and SENDCo liaise with the receiving school's SENDCo and Head of Year. SEN files are transferred, and where appropriate, additional visits are arranged to support transition.

How will my child know if they are doing well?

Pupils regularly review their progress with staff, reflecting on what is going well, progress against targets and the effectiveness of support.

Each child receives feedback on their work either verbally or in writing, with next steps identified. Children are encouraged to self- and peer-assess their work.

How will you let me know about my child's progress?

Parents are offered formal consultation meetings in the Autumn and Spring terms, with an end-of-year report in the Summer. If a child has an IEP this will be reviewed termly with parents.

If a child has an EHCP, an annual review is held with all relevant agencies. Parents may also raise concerns with the class teacher, SENDCo or Headteacher at any time through our open-door policy.

Accessibility

All school accommodation is on one level with accessible doors and ramps. The school has a disabled toilet for use by adults and children.

Inclusion in activities and trips

The school is fully compliant with the Equality Act 2010 and its statutory guidance (2015). We ensure, whenever possible, that equipment and opportunities are accessible to all children. Extra-curricular activities and trips are inclusive for children with SEND.

Monitoring and accountability

The SENDCo reports termly to the governing body on the progress of pupils with SEND and the effectiveness of provision. Governors hold leaders accountable for ensuring that statutory duties are met and that provision is high quality.

Complaints

Parents who wish to complain are strongly encouraged to discuss their concerns with the SENDCo or Headteacher. If the issue cannot be resolved, parents will be directed to the school's Complaints Procedure.

Local Authority Local Offer

Details of the local offer can be found at: <https://www.warwickshire.gov.uk/send>