



Stanley St Andrew's Church of England Primary School Special Educational Needs & Disabilities (SEND) Information Report

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

Our SEND Information Report explains how Stanley St Andrew's Church of England Primary School identifies and supports pupils with special educational needs and disabilities (SEND), how we involve pupils and parents, and how we evaluate the effectiveness of our provision. We are committed to inclusive practice, removing barriers to learning and using our best endeavours to secure the special educational provision pupils need.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The SENDCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.

- Working with the SENCO, parents and the pupil to plan, record and review SEN Support through the assess-plan-do-review cycle, including agreed outcomes, adjustments, interventions and provision.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher will ensure that the governing body is kept up to date about SEND provision and any significant issues relating to SEND.

The SEND Governor / governing body is responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

What kinds of SEND does the school provide for, and what support is available? The school plans provision across the four broad areas of need described in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. A pupil may have needs across more than one area. Support is based on individual need and is reviewed through the graduated approach.

Directly funded by the school:

- Teaching Assistants to support in each class – EYFS, Key Stage One and Juniors.
- Support programmes in place.

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Support Service for children with SEND (SSSEN)
- Speech and Language Therapy, where appropriate and available through local arrangements.
- Behaviour Support
- CAMHS
- MAT Teams / Family workers.

Provided and paid for by the Health Service (Derbyshire NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy

- Physiotherapy
- Compass Changing lives mental health services and early intervention targeted support services

How can I let the school know I am concerned about my child's progress in school or make a complaint?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO/Headteacher.
- If you are still not happy you can speak to the school SEND Governor.
- Additionally, look on the website and you will find the complaints policy and procedures.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning – this can only be done with **your full consent**.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Derbyshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher/SENDCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - They decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes made as needed.

Who are the other people providing services to children with SEND in this school?

- Autism Outreach Service
- Educational Psychology Service
- Sensory Support Service for children with SEND (SSSEN)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Behaviour Support
- CAMHS

- MAT Teams / Family workers.
- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service,

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure progress and evaluate the effectiveness of SEND provision?

- Your child's progress is continually monitored by the class teacher.
- Progress is reviewed formally every term in reading, writing, numeracy and science.
- Where a pupil is working below age-related curriculum expectations, the school will use appropriate assessment approaches to identify and celebrate smaller steps of progress and to inform next steps in teaching and provision.
- Pupils will take part in statutory primary assessments where these apply. Reasonable adjustments and access arrangements will be considered in accordance with current Department for Education guidance so that eligible pupils can access assessments appropriately.
- Pupils receiving SEN Support will have their needs, outcomes, adjustments and provision reviewed regularly with parents and the pupil, as appropriate, through the assess-plan-do-review cycle.
- For pupils with an Education, Health and Care (EHC) plan, progress towards the outcomes in the plan will be monitored throughout the year and the EHC plan will be formally reviewed at least annually.
- The SENDCO / Head Teacher and Assessment Coordinator will also check that your child is making good progress within any individual work and in any group that they take part in. The children's progress will be monitored using the schools tracking system on a termly basis.

What support do we have for you as a parent of a child with SEND, and how are pupils involved?

Parents are partners in identifying needs, planning support and reviewing progress. Pupils' views, wishes, strengths and aspirations will also be sought and taken into account in decisions about their support, using communication approaches appropriate to their age and needs.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SEN Support plans and agreed outcomes will be reviewed with your involvement and with the pupil's views included wherever appropriate.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Stanley St Andrew's Church of England Primary School accessible to disabled pupils and pupils with SEND? The school will not treat disabled pupils less favourably because of disability and will make reasonable adjustments to avoid substantial disadvantage. Arrangements for improving access to the curriculum, physical environment and information are set out in the school's Accessibility Plan. Admission arrangements for pupils with SEND are set out in the school's Admissions Policy.

- We ensure that equipment and resources are accessible to pupils wherever reasonably practicable and make reasonable adjustments according to individual need.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6:

- The SENDCO / year 6 teachers will attend the Primary Transition meetings to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Derbyshire Local Offer

Derbyshire's Local Offer provides information about education, health and care services and support available for children and young people with SEND and their families. The school contributes to and works with the Local Authority's Local Offer arrangements. A link to the Derbyshire Local Offer will be published alongside this report on the school website.

This policy was approved for use on 28 September 2026 at the meeting of the Governing Body.

This SEND Information Report will be reviewed and updated at least annually. Any changes to the information during the year will be updated as soon as reasonably practicable.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or should we feel that an earlier review is necessary.