



Special Educational Needs Information Report

Our vision is to enable all to flourish.

Status and review cycle:

Statutory

Responsible group:

St David's C of E Primary

Next Review Date:

August 2026

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of St David's C of E Primary School and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1 The type of SEN provision

1.1 The SEN provision that the school caters for is:

Communication and interaction, for example, autistic spectrum condition, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate and multiple learning difficulties

The school's Accessibility Plan can be found here: [Link to Accessibility Plan](#)

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is: for some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and will respond early. We listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting concern a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more complex intervention at a later stage.

1.2 2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN: the effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with an agreed date, at least termly (x3 a year). The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority will review that plan at least every twelve months. Our

school will co-operate with the Local Authority in the review process and, as part of the EHCP review.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN: In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered about the pupil's progress from within the school and review this alongside national data and expectations of progress. This information gathering includes an early discussion with the pupil and their parents/carers. These early discussions are structured in such a way that all involved develop a good understanding of the pupil's areas of strength and difficulty, the parents'/carers concerns, the agreed outcomes sought for the child and the next steps. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. A date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that SEND Support is being provided. Our arrangements for supporting children who are Looked After by the Local Authority (LA) and have SEND follow this policy and the LA's policy for Children Looked After. SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil best in making good progress and securing good outcomes. This is known as the graduated approach "Assess, Plan, Do, Review". It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan)

3.1 by adapting the curriculum, equipment and learning environment is: All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our school: does its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people's SEN - determining the policy and establishing the appropriate staffing and funding arrangements; makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEND; designates a teacher to be responsible for co-ordinating SEND provision: the SEND co-ordinator, (SENDCo); ensures parents/carers and the pupil are informed and involved when the school is making special educational provision for their children; makes arrangements for the admission of disabled children.

3.2 with additional support for learning is: The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of

schools for disabled pupils and to implement their plans. Schools are required to produce Accessibility Plans for their individual school and LAs are under a duty to prepare accessibility strategies for the maintained schools in their area. We also have Personal Emergency Evacuation Plans (PEEPs) for any member of our school who has accessibility needs; these can be seen on request by the parents/carers of that child. These are stored in the appropriate classrooms.

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is available to see on our [Whole school Summary and Provision Map](#)

3.4 through improving the emotional, mental and social development of pupils with SEN can be found here: [Whole school Summary and Provision Map](#)

4 The School's facilities

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained: [Whole school Summary and Provision Map](#)

5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN:

Internal Training: We provide regular in-house training sessions led by our TA Champions, SENDCo, and experienced teachers. These sessions focus on practical strategies and specific interventions that support a range of SEN needs.

External Training: For more specialised support, we seek external training from expert agencies or professionals. This may include sessions on Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, and other specific needs. Additionally, our staff may attend training provided by Educational Psychologists, Speech and Language Therapists, or Occupational Therapists, depending on the needs of the children.

Ongoing Professional Development: Staff are encouraged to engage in continuous professional development, attending relevant conferences, workshops, and courses. Where appropriate, we work collaboratively with other local schools or external services to share best practices.

By offering both internal and external training opportunities, we ensure our staff are well-prepared to support all pupils with SEN, ensuring that they can access the curriculum, make progress, and thrive in their learning environment.

5.2 Specialist expertise is obtained by the school by way of contacting and consulting with: Advisory Teaching Service, Educational Psychologist Team, Speech and Language, Occupational Therapy, School Nurse Team.

6 The School's consultation

The school's arrangements to consult with and involve:

1.3 6.1. parents of pupils with SEN about the education of their child is: For children with a My Plan/My Plan+, reviews are held 3 times a year on consultation with the parents/carers, child and school. In addition, EHCP's are

reviewed at least annually, again in consultation with parents/carers, child and school and EHCP case-co-ordinator, ATS and EP service, other agencies may be invited in attend in consultation with the family.

Scheduled Communication: Formal communication about each pupil's education is conducted three times a year during Parents' Evenings, where parents have the opportunity to discuss their child's progress, strengths, and areas for development with their class teacher. During these meetings, we also review any SEN support plans, interventions, and targets for pupils with additional needs.

Additional Meetings: Beyond these scheduled evenings, parents are welcome to arrange additional meetings at any time to discuss specific concerns or updates about their child's progress or needs. These meetings can be arranged directly with the class teacher, SENDCo to ensure that parents receive up-to-date information and can work together with the school to support their child.

Communication Channels:

Face-to-Face: Parents can request in-person meetings with teachers or the SENDCo.

Phone Calls/Emails: Teachers and the SENDCo are also available to speak with parents via phone or email. These methods are often used to arrange meetings or for ongoing discussions about a child's progress.

SEN provision, is also communicated through EduKey, parents have logins to access their child's current My Plan.

Annual Review Meetings (EHCP Pupils): For children with Education, Health, and Care Plans (EHCPs), an annual review is held to formally review their progress against their outcomes, ensure appropriate support is in place, and revise targets or strategies if necessary. Parents play a central role in these meetings, alongside other professionals involved in the child's care and education.

6.2. pupils about their education is:

As the SENDCo of the school, we believe that it is important to involve pupils in discussions about their education, particularly those with special educational needs (SEN). Our arrangements to consult with and involve pupils about their education are designed to ensure that their voices are heard and valued in shaping the support they receive. This includes:

Pupil Voice: We regularly seek input from pupils with SEN through pupil voice activities, such as informal conversations, questionnaires, or one-to-one discussions. Pupils are encouraged to share their thoughts on what is working well for them, what they find challenging, and how they feel they learn best.

- 1.4 **Involvement in Target Setting:** Pupils are involved in setting their own learning targets where appropriate. In reviewing My Plans, we discuss the goals with pupils to ensure they understand the targets and feel ownership over their progress. For older pupils, particularly in Key Stage 2, we encourage them to reflect on their achievements and help set realistic and meaningful goals for themselves.

Review Meetings: Pupils are invited to attend and contribute to their termly review meetings (where appropriate) to discuss their progress with teachers, support staff, and parents. This empowers pupils to take an active role in their learning journey and builds their confidence in self-advocacy. For those with Education, Health, and Care Plans (EHCPs), their involvement in the annual review process is encouraged, ensuring they feel part of the decision-making process regarding their future support.

Regular informal check-ins: We also ensure that pupils with SEN have regular check-ins with their class teacher or teaching assistant to provide feedback on how they feel about their learning environment and the support they receive. This allows us to adjust their provision in real-time and ensures they feel supported and listened to.

Child-Centred Approaches: For pupils with specific communication difficulties, we use alternative methods such as visual aids, symbol-based communication, or emotion boards to help them express how they feel about their learning and what changes they might need. We adapt our approaches to ensure that all pupils, regardless of their abilities, can communicate their preferences and feelings.

By actively involving pupils in decisions about their education, we aim to promote their independence, confidence, and ownership of their learning, making sure their individual needs and preferences are considered and respected.

7 The School's Partnerships

- 7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

We work closely with our governing board to ensure that pupils with special educational needs (SEN) and their families receive the comprehensive support they require. The school's governing board is committed to involving external bodies, including health, social care, local authority services, and voluntary sector organisations, to meet the diverse needs of our pupils with SEN. The process and support provided to pupils include:

1. Collaboration with External Agencies:

The governing board ensures that the school engages with a range of external agencies to provide targeted support for pupils with SEN. This collaboration helps to create a more holistic approach to addressing each child's educational, social, emotional, and health needs.

Agencies we work with include:

Educational Psychologists (EPs): To assess specific learning needs and provide strategies for teachers to support pupils' academic and emotional development.

Speech and Language Therapists (SaLT): To support pupils with communication difficulties by developing tailored programs that improve language skills, speech clarity, and comprehension.

Occupational Therapists (OTs): To assist pupils who have sensory processing issues or motor skills difficulties, ensuring they can participate fully in school activities.

Child and Adolescent Mental Health Services (CAMHS): For pupils experiencing emotional or behavioural difficulties, we refer to CAMHS for specialised support and intervention.

Specialist Teachers and Advisory Services: We work with specialist teams, such as those supporting children with Autism Spectrum Disorder (ASD), hearing impairments, visual impairments, or specific learning difficulties (e.g., dyslexia, dyspraxia), to ensure that the teaching environment and strategies are tailored to meet the needs of individual pupils.

2. Referral Process and Support:

Identification and Referral: The school's SEND Identification Process is monitored by the governing board to ensure pupils' needs are identified early. When additional support is required beyond the school's provision, referrals to external agencies are made. Parents are fully involved in the referral process, and consent is always sought before engaging with any external body.

Multi-Agency Meetings: For more complex cases, Team Around the Child (TAC) or Education, Health, and Care Plan (EHCP) reviews are held, involving all professionals working with the pupil and their family. These meetings ensure that all aspects of the child's needs are considered, and coordinated support is provided across education, health, and social care.

3. Health and Social Care Support:

Health Professionals: Where medical needs impact a child's learning, the governing board ensures that we work closely with School Nurses, Paediatricians, and other health professionals. For example, care plans may be created for pupils with specific medical conditions, such as epilepsy, asthma, or diabetes, to ensure their safety and wellbeing in school.

Social Care Services: For pupils who may have safeguarding concerns, or whose families require additional support, we engage with Children's Social Care to provide necessary interventions, ensuring the safety and welfare of the child. The school also makes referrals to Early Help services for families who need support but may not meet the threshold for statutory services.

4. Voluntary Sector Organisations:

The governing board encourages the school to collaborate with voluntary organisations, such as local charities or advocacy groups, that provide additional support to families and pupils. These organisations might offer resources, workshops, or emotional support for parents or specific interventions for children, such as play therapy or counselling.

5. Local Authority Support Services:

We work closely with the local authority's SEN team to ensure that pupils receive the right support at the right time. This includes:

Access to specialist provisions where necessary.

Support with the EHCP process, including statutory assessments and reviews.

Guidance on available funding to support the provision of resources or 1:1 support for pupils with more significant needs.

6. Regular Review and Monitoring:

The governing board regularly reviews how the school works with external bodies to ensure that pupils with SEN are receiving appropriate and effective support. This includes overseeing referrals, monitoring the implementation of external recommendations, and ensuring that interventions are having a positive impact on pupils' progress.

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

The school's arrangements for supporting pupils with SEN in transitioning between educational settings aim to ensure continuity of care, personalised support, and a smooth transition that meets the individual needs of each child.

1. Transition Planning Between Educational Settings:

Transition Meetings: For pupils with SEN transferring between schools or phases (e.g., from primary to secondary), we hold transition meetings. These involve the SENDCo, class teachers, parents, and relevant staff from the new school. At these meetings, we share detailed information about the child's needs, including strategies that work well, learning preferences, and any ongoing interventions or support.

Visits to New Schools: To help pupils feel more comfortable with their new setting, we arrange for extra visits to their new school or class. These visits are often gradual, allowing the pupil to familiarise themselves with the environment, meet key staff, and reduce any anxiety. We ensure that visual aids like transition booklets, which include photos of the new setting, staff, and classrooms, are provided to help pupils with SEN who may struggle with change.

Information Sharing: All relevant documentation (such as EHCPs, My Plans, and reports from external agencies) is shared with the new setting so that they are fully prepared to meet the pupil's needs from the first day.

4. Emotional and Social Support During Transitions:

Emotional Support: Transitions can be particularly challenging for pupils with SEN. To support their emotional well-being, we offer transition support this helps pupils talk about their worries and prepare for change in a positive way.

5. Multi-Agency Support:

For pupils with complex needs, we work with multiple agencies, including social care, healthcare providers, and therapists, to ensure that all aspects of their transition are well-coordinated. For example:

CAMHS may provide mental health support during transitions

ATS may provide additional support and guidance during transitions
ATS (Advisory Teaching Service)

Educational Psychologists

SaLT (Speech and language Therapists)

School Nursing Hub

Social Prescriber

Occupational Therapy

Physiotherapy

Early Help

The school collaborates between the following education providers and other settings:

- Moreton in Marsh Playgroup
- Walkers Day Nursery
- Chipping Campden School
- Cotswold School
- Shipston High School
- Special Provisions as applicable
- Other mainstream settings as applicable

8 **The School's key contacts**

SEN co-ordinator: Cat Henderson, chenderson@sda.dgat.org.uk , 01608 650 521]

The contact for complaints from parents with pupils with SEN: Jenny Walker head@st-davids.gloucs.sch.uk/ 01608 650 521]

The school's complaints policy can be found here: [Complaint Policy](#)

9 **The School's Link to the Gloucestershire Local Offer**

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at [GloSFamilies directory](#)

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: _____

Signed

Senco _____

Headteacher _____

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