

St Andrew's Primary School

SEND Information Report 2025-2026

Reviewed: September 2025

Next review: September 2026

"Roots to Grow, Wings to fly."

"They will soar on wings like Eagles." Isaiah 40:31

Our Commitment to Inclusion at St Andrew's Primary School:

At St Andrew's, we strive for the ROOTS of our school community to nurture, support and challenge every child to GROW to be the best versions of themselves. We aim for all pupils to have the faith, strength and resilience to SOAR freely and flourish, now and in the future.

We believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability (SEND), receive their right to a high quality, accessible and balanced curriculum. We endeavour to remove and overcome all barriers to ensure children are fully included in all aspects of school life, where and when they are able.

We regularly monitor and track progress of all pupils to inform our practice and ensure support is effectively implemented. We actively welcome the full engagement of parents and guardians and, where necessary, seek the support and advice from outside specialists to ensure that we implement effective strategies and provisions, whilst ensuring that we maintain a breadth of skill and knowledge amongst our staff to meet the needs of all learners.

Our Special Educational Needs and Disabilities Co-ordinator is Mrs Jackie West.

Mr West is aided by the Headteacher, Mr Graham Pike and the SEND Governor Mrs Jemma Donnelly. Together they support the Class Teachers to deliver Quality First Teaching and

effectively adapt or scaffold learning for all children who have Special Educational Needs or Disabilities.

What is the SEND Information Report?

The SEND information report aims to provide parents and carers with an understanding of the SEND provision in our school. Within this report you will find information about the provision we offer here at St Andrew's to support children and their families.

This document is required by the SEND Code of Practice 2014 to be published to all.

The SEND Code of Practice 2014 states that a pupil has SEN *“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.”*

Roles and Responsibilities:

Every Class Teacher is responsible for:

- monitoring the progress of all children in their class.
- identifying, planning and delivering any additional help.
- discussing additional provision with the SENCo for the pupils in their class.
- ensuring the school's SEND Policy is followed for all pupils.
- keeping parents informed.

The SENCo is responsible for:

- coordinating all additional support for those pupils with SEND.
- developing and updating the school's SEND Policy to ensure that all pupils receive a consistently high-quality response to their needs.
- maintaining the school's Register of Need.
- keeping records of the child's progress and needs.
- ensuring parents/guardians are informed about the support that their child is receiving.
- reviewing how all pupils with SEN/D are progressing.
- liaising with outside agencies to ensure the best possible provision.
- providing and facilitating specialist training to colleagues to ensure that pupils with SEND achieve the best progress possible.

The Headteacher is responsible for:

- the day-to-day management of all aspects of the school, which includes the support for children with SEND.
- giving responsibility to the SENCo and the Class Teachers while having overall responsibility for ensuring that all pupils' needs are met.

- informing the school's Governing Body of any issues in school relating to SEND.
- ensuring the SENCo has or is working towards the SENCo qualification.

The School's Governing Body is responsible for:

- ensuring the necessary support is provided for all SEND pupils attending the school.

Our Commitment to Inclusion

In line with the SEND Code of Practice (2014), we identify children's needs early and provide high-quality teaching alongside targeted interventions

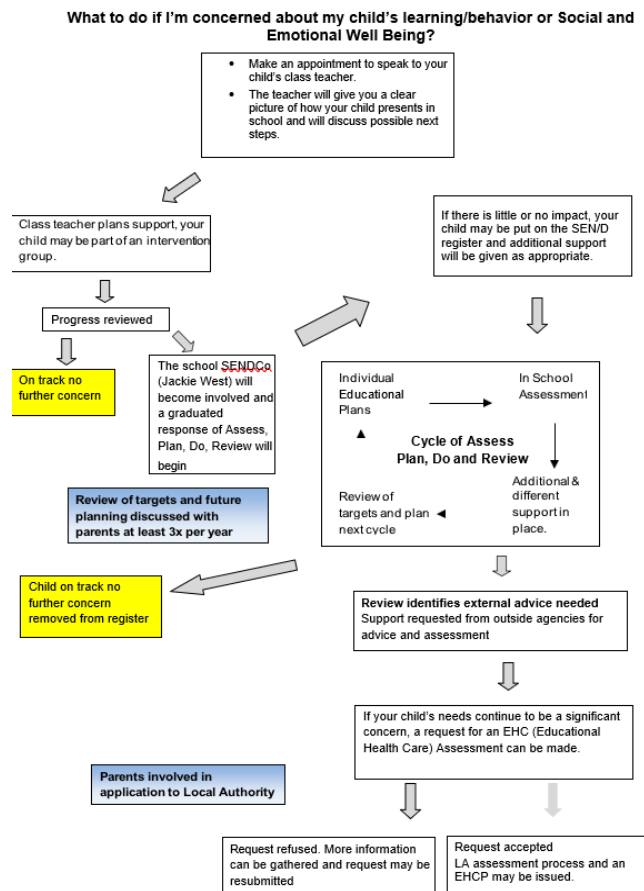
To support our commitment to creating an inclusive and supportive environment we:

- Plan and adapt lessons so that all children can access the curriculum and make progress.
- Provide reasonable adjustments such as adapted resources, extra adult support, and assistive technology where needed.
- Support children across all four areas of need outlined in the SEND Code of Practice (2014): Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, and Sensory & Physical Needs.
- Work in partnership with parents and carers to create tailored, responsive support for each child.

We are committed to work effectively with specialist professional services at St Andrew's CE VC Primary School. These may include:

- Educational Psychology Service
- Behaviour Support Service
- Speech & Language Therapist
- Inclusion Support Service
- School Health Nurse
- Sensory Support Service
- Occupational Therapist
- Physiotherapist Service
- Community Paediatrics
- Families Plus
- Primary Mental Health Specialist
- Mentoring Support

What do I do if I am concerned about my child's learning?



If you have concerns about your child's progress you should **speak to your child's class teacher initially**. They may carry out some further observations or assessments. They may arrange for your child to have some support in a small group to help them with something they are finding difficult. If there are still concerns following this, you and the class teacher may wish to discuss your child's difficulties with the school SENCO (Jackie West).

How are children with Special Educational Needs Identified at St Andrew's?

Every teacher in our school is a teacher of SEND and if at any point a teacher feels that a child may need additional SEND support/provision the schools Special Educational Needs Co-ordinator (SENCO), Jackie West may also become involved.

If a learner is identified as having SEND need, we will be providing support that is '*additional to or different from*' the adapted approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual Learning Plan (My Plan) which documents the support that is in place. From this your child may be monitored through a graduated response of assess, plan do review of adapted provision or supporting strategies to support.

Assess – taking into consideration all the information from discussions with parents/guardians, the child, the Class Teacher and assessments.

Plan – identifying the barriers to learning, intended outcomes, and details the additional support that will be implemented with an aim to overcome the barriers.

Do - providing the support, extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. This stage then informs the next cycle.

Educational Health Care Plan (EHCP):

Most children with SEND will be able to have their needs met through SEN support. If, despite the school taking relevant and purposeful action to identify, assess and meet the needs through SEN Support, the child is still not making expected progress, the school or parents should consider making an application for an Education, Health and Care needs assessment. The local authority will then decide if an Education Health Care Plan (EHCP) is needed.

How is additional support allocated?

- The school budget includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- Children whose needs have been identified through an Education, Health and Care Assessment and have been issued with an Education Health Care Plan may receive additional funding to support their provision (Section F). This money is spent on providing additional staff, equipment and resources to support a child's needs and to enable them to access learning independently and successfully.

How will we measure the progress of your child?

Your child's teacher will continually be assessing your child to see how they are progressing with their learning in all areas of the curriculum and in their social and emotional well-being. If your child has an Individual Learning Plan (My Plan) the outcomes, set alongside you, will reflect your child's individual needs and next steps in their development. The outcomes are written by the class teacher with support from the SENCo and will be reviewed with you throughout the year. In addition to this we track children's progress each term, this is discussed as part of Pupil Progress meetings with teaching staff, the Head Teacher and SENCo.

SEND provision is also included in the school's annual monitoring cycle through teaching and learning observations, pupil conferencing, looking at books and learning walks. When we run intervention programmes for groups of children, we assess how successful they have been and use the information to decide on how best to run them in the future or to decide whether your child still needs that targeted support.

Which Interventions are used at St Andrew's? (These may vary depending on need)

- Zones of Regulation
- Colourful Semantics
- Lightning Squad (Reading)
- Comic Strip Conversations
- 1:1 Mentoring

- Smart Moves
- Drawing and Talking
- Lego Therapy

How do we modify teaching approaches?

All teachers are teachers of SEND. Your child's class teacher/s are focused on providing excellent targeted provision through **Adaptive teaching** methods.

All of our staff are **trained so that they are able to adapt to a range of SEND specific learning difficulties.** Staff are **regularly updated in their training to meet the needs of children.** Staff have attended a variety of training courses including: Autism Good Practice, Colourful Semantics, Team Teach, PACE. Training is regularly updated to meet the specific needs of individuals. We aim to be a dyslexia friendly school and all class teachers ensure resources to support learning are available to all children regardless of need. SEND Teaching Assistants have a range of different training tailored to meet the needs of the individual child or children they are supporting.

How will I know how my child is doing?

Throughout the school year, we will provide a range of opportunities for you to find out about your child's progress including:

- Parent Consultation Meetings in the Autumn and Spring term.
- End of Year Reports to parents.
- Opportunities to discuss your child's report in the Summer term.
- Meetings to agree and review targets.
- A yearly meeting for any child with an EHCP, involving parents, school and any relevant external agencies, to review the child's progress.
- Informal meetings with school staff as requested.
- Feedback via Reading Records, homework sheets, individual target sheets, etc.

How is transition supported at St Andrew's?

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

- When moving classes in school, information will be shared with the new class teacher in advance during a transition meeting. The children also visit their new class during the summer term and meet their new teacher.
- If moving to another school or transitioning to secondary, we will ensure that information and records are shared with the new setting. We will contact the school SENCo and ensure they know of the strategies and provision that have been successful for your child.
- When needed, we will work with any setting to discuss and plan an enhanced transition to support a child's move to a new school.

SEND Local Offer:

The local authority's 'local offer' sets out the range of services and provision within the local area according to your residential postcode.

This can be found on their website.

South Gloucestershire's Local offer

Gloucestershire's Local Offer | Gloucestershire County Council

There are also a number of Parent support groups and information services. Here is a list of useful contacts below:

- <https://www.sendandyou.org.uk/how-we-help/areas-covered/south-gloucestershire-services/>
- <https://www.sglospc.org.uk/>
- <https://www.autism.org.uk/>
- <https://youngminds.org.uk/>
- <https://sites.southglos.gov.uk/mind-you/>
- <https://www.jigsawthornbury.org.uk/>
- <https://www.bdadyslexia.org.uk/>
- <http://www.dyscalculia.me.uk/>
- <https://dyspraxiafoundation.org.uk/>
- <https://www.winstonswish.org/>

If you have a query or question about SEND procedures in school or about getting further advice, you can contact the SENCO (Jackie West) via the school office:

StAndrewsPrimary@gmail.org.uk or by telephone: 01454 294498