

STRATFORD-UPON-AVON PRIMARY SCHOOL



Special Educational Needs & Disabilities (SEND) Information Report

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Overview

At Stratford-upon-Avon Primary School, we follow a shared approach to Special Educational Needs and Disabilities (SEND), alongside schools in the Stratford Cluster. This document is designed to offer families clear and transparent information about how the needs of children with SEND are met. Support is provided by the school in partnership with the Local Authority and relevant external agencies. A glossary of key terms is included at the end of this report, along with details of staff responsible for SEND provision.

The SEND Needs We Support

We strive to meet the diverse needs of all children in our care. The school supports pupils who experience challenges in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical and medical needs

Children benefit from a range of strategies, tailored teaching approaches, and access to specialist services where appropriate.

Early Identification and the Graduated Response

Teachers at Stratford-upon-Avon Primary School are trained to identify early signs of special educational needs. If a pupil is not making expected progress, the class teacher will speak with the SENDCo and the child's parents to discuss next steps.

We follow the **graduated response** outlined in the SEND Code of Practice. This includes:

- **Assess** – We gather information from teachers, parents, and any relevant assessments to understand the child's needs.
- **Plan** – If additional support is needed, we create an Individual Education Plan (IEP) with clear targets, agreed with parents and, where appropriate, the child.
- **Do** – The class teacher delivers the plan using adapted teaching strategies and any necessary interventions.
- **Review** – Progress is reviewed termly with the child and parents, and support is adjusted as needed.

If progress remains limited despite support, we may refer to external specialists with parental consent. In some cases, we may apply for an Education, Health and Care Plan (EHCP) to secure further support.

Consulting with Families

We believe that parents and carers are essential partners in their child's education. Families are involved at every stage—from identification to review—and are encouraged to contribute their knowledge and views.

We hold regular review meetings each term, offer additional consultations where needed, and provide written copies of IEPs. Our SEND parent forums also give families a voice in shaping SEND provision at a strategic level.

Reviewing Progress and Measuring Impact

Monitoring of progress is continuous and collaborative. Teachers and the SENDCo assess both academic and personal development against clearly defined targets. IEPs and Provision Maps are used to track impact, and our data collection on 'Insight' enables termly reviews of individual and group progress. Where necessary, interventions are adjusted or extended, and families are encouraged to contribute and are kept informed throughout.

Our Teaching Approach

In line with the SEND Code of Practice, all teachers are responsible for the progress of every child in their class. High-quality, inclusive teaching is the first step in supporting pupils with SEND.

We employ a wide range of strategies to meet individual needs, including:

- Differentiated instruction
- Use of visual aids and manipulatives
- Sensory regulation tools
- Small-group or 1:1 support
- Flexible seating and learning spaces

Our teaching assistants (TAs) are trained and often specialise in areas such as autism, speech and language, and emotional regulation.

Transitions and Preparing for the Next Stage

Transitions can be challenging for any child, and particularly so for those with SEND. We offer tailored transition programmes that may include:

- Extra visits to new settings/classrooms
- Transition booklets or social stories
- Meet the Teacher PowerPoints
- Meetings involving the child, parents, SENDCo and receiving staff
- Opportunities for the child to ask questions and share feelings

These measures apply whether children are starting Reception, moving classes within school, or transferring to secondary school.

Curriculum and Environment Adaptations

We ensure that our curriculum and learning environment are fully accessible. This includes:

- Visual timetables
- Specialist software or equipment
- Quiet areas or calm rooms
- Adjusted classroom layouts
- Modified tasks and learning objectives

All children are included in trips, clubs, and enrichment activities. Reasonable adjustments are made to ensure full participation.

Staff Training and Specialist Support

Our SENDCo is a qualified teacher currently completing NPQ training in SEND leadership. All staff receive ongoing training to ensure they can meet the needs of learners with SEND.

We have some TAs with expertise in:

- Speech and Language
- Autism Spectrum Condition (ASC)
- Social, Emotional and Mental Health (SEMH)
- Lego Therapy and nurture-based support

External agencies, such as Educational Psychology, Speech and Language Therapy, CAMHS/RISE, and Occupational Therapy, are accessed as needed to support children and staff.

Evaluating the Effectiveness of Our SEND Provision

Effectiveness is reviewed termly through:

- Progress data and attainment tracking
- Feedback from pupils and families
- Observations and learning walks
- Evaluation of IEP targets and intervention outcomes

Governors are involved in overseeing provision, and the SEND policy is reviewed annually.

Ensuring Inclusion in School Life

Every child has the right to fully engage in the life of the school. We actively encourage and support participation in:

- Class discussions and collaborative tasks
- School council and pupil leadership roles
- Assemblies, sports, and school trips
- Clubs and after-school activities

Physical access is supported by the design of our school building, which is all on one level.

Listening to the Views of Pupils

We value pupil voice and ensure that children with SEND have multiple opportunities to share their views, including:

- IEP review meetings
- “My Target Talks”
- School council
- Participation in curriculum deep dives
- Anonymous surveys and suggestion boxes

We use role-play, social stories and therapeutic approaches to help children express themselves safely and confidently. Surveys and questions are adapted for those who struggle with communication.

Working with External Agencies

We work closely with professionals to provide coordinated and responsive support. This includes:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- SEND Supported

- RISE (formerly CAMHS)
- Early Help and Social Care
- Parenting Project
- Onsite Family Support Worker

Multi-agency meetings are held as appropriate, and communication with families is ongoing and transparent.

Roles Within the School with Responsibilities for Children with SEND

Class or Subject Teacher

The class or subject teacher is the first and most consistent point of contact for your child. They hold daily responsibility for ensuring that teaching is accessible and inclusive. Lessons are carefully planned to anticipate and overcome any potential barriers to learning, enabling all pupils to access the full curriculum.

Teachers are fully aware of the school's policy on identifying and supporting pupils with SEND. They are trained to recognise emerging needs early and are supported to adapt teaching appropriately. Individual Education Plans (IEPs) are created and reviewed in partnership with the SENDCo and support staff each term. Teachers also maintain regular communication with families, ensuring that support strategies are consistent between school and home.

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Miss Tracey Parton is our school SENDCo. She is a qualified and experienced teacher, Assistant Head Teacher and Deputy Designated Safeguarding Lead. She is currently undertaking further NPQ study in SEND leadership to support her role.

The SENDCo is responsible for coordinating all aspects of SEND provision across the school. This includes:

- Overseeing identification, assessment, and support strategies for SEND pupils
- Leading termly review meetings and maintaining up-to-date records
- Working closely with teachers, support staff and external agencies
- Ensuring that the SEND provision is effective, inclusive, and aligned with the school's vision
- Reporting to the governing body and contributing to whole-school improvement planning

The SENDCo plays a key strategic role in embedding a culture of inclusion and in ensuring that the school meets the requirements of the SEND Code of Practice.

Head Teacher

The Head Teacher holds overarching responsibility for ensuring that the needs of all pupils, including those with SEND, are met. This includes:

- Overseeing strategic planning and the allocation of the SEND budget
- Ensuring staffing levels and resources support inclusive practice
- Monitoring the impact of SEND provision through regular evaluation and feedback
- Liaising with governors on SEND matters and ensuring compliance with statutory duties

The Head Teacher also champions an inclusive culture within the school, making certain that staff development, curriculum planning, and safeguarding procedures consider the needs of children with SEND. Their leadership ensures that SEND remains a priority in the school's overall development.

SEND Governor

The SEND Governor holds specific responsibility for monitoring SEND provision on behalf of the governing body. Their role includes:

- Gaining a clear understanding of the school's SEND provision, priorities and challenges
- Meeting regularly with the SENDCo to review progress, resources and pupil outcomes
- Challenging and supporting the school's leadership in the delivery of SEND strategy

The governor provides a vital link between the SENDCo, the Head Teacher and the wider governing body. Their oversight ensures that SEND provision is both transparent and accountable.

Specialist Support Groups Run by Outside Agencies

At Stratford-upon-Avon Primary School, we work collaboratively with a wide network of external agencies and professionals to ensure children with Special Educational Needs and Disabilities (SEND) receive the right support at the right time. These partnerships strengthen our provision and provide holistic support to both pupils and families. Where appropriate, referrals are made with parental consent, and interventions are reviewed regularly for impact.

- **SEND Support**
Some children may require provision that is "additional to and different from" what is ordinarily available to all pupils. These children are placed on our SEND register and receive SEND Support which is part of the gradual response. This includes targeted interventions, personalised strategies, and regular reviews through an Individual Education Plan (IEP).
- **Educational Psychology (EP)**
Educational Psychologists support the school in assessing and understanding barriers to learning, emotional wellbeing, and behaviour. They work directly with staff, pupils and parents to provide advice, strategies, and intervention plans that promote positive outcomes.
- **Integrated Disability Service (IDS)**
The IDS team works with children with physical and sensory needs, complex learning difficulties, and communication disorders—including those linked to autism and specific language impairments. Their support ensures that the learning environment and curriculum are accessible and inclusive.
- **SENDAR (SEND Assessment and Review)**
SENDAR is responsible for the coordination of the statutory EHCP process. They gather information from professionals and families and oversee reviews to ensure the support provided remains appropriate and effective.
- **Speech and Language Therapy (SALT)**
SALT practitioners work with children experiencing difficulties in speech, language, or social communication. They set targets, develop programmes for school staff to implement, and monitor the child's progress over time.

- **Occupational Therapy (OT)**
Occupational Therapists assist children with motor development, sensory integration, and coordination. They provide advice and programmes to help children participate more fully in classroom and daily school life.
- **Counselling Support (Time4Hope)**
Time4Hope offers in-school counselling for children experiencing emotional or social challenges. Counsellors provide a safe, nurturing space to build self-esteem, support emotional regulation, and foster resilience.
- **RISE (formerly CAMHS)**
RISE is a mental health service supporting children and young people with more complex emotional and behavioural needs. Referrals can be made through the school or directly by families. Interventions may include therapeutic work, consultations, or mental health assessments.
- **Early Help**
Early Help provides a structured, multi-agency approach for families in need of support. A lead professional—often a member of school staff—coordinates a personalised action plan to ensure families are receiving timely and joined-up support.
- **The Parenting Project**
The Parenting Project offers counselling, parenting support and emotional wellbeing programmes for children and families. They work in close partnership with schools to provide early intervention and therapeutic support tailored to individual family needs.
- **Family Support Worker**
Our school-based Family Support Worker offers guidance and practical support to families. This may include advice on routines, behaviour management, attendance, or accessing further services. Their role is to strengthen family engagement and remove barriers that may impact a child’s learning or wellbeing.
- **Warwickshire Parent Carer Voice (WPCV) – Parent Forums**
Warwickshire Parent Carer Voice (WPCV) is an independent, parent-led organisation working in partnership with the Local Authority, health services, and education providers. They run regular forums and events that give parents and carers of children with SEND the opportunity to share views, access information, and shape local services. The school actively promotes these forums to families and encourages participation to strengthen co-production and ensure the parent voice is heard at every level.

Key Acronyms and Their Meanings

This glossary provides clear explanations of key terms and abbreviations used throughout our SEND Information Report. Understanding this terminology helps ensure families and professionals can work in partnership with confidence and clarity.

Education and SEND Provision

- **SEND** – *Special Educational Needs and Disabilities*: Refers to children or young people who have learning difficulties or disabilities that require special educational provision beyond what is typically provided in mainstream settings.
- **SENDCo** – *Special Educational Needs and Disabilities Co-ordinator*: The qualified teacher responsible for leading and managing the SEND provision in school, including the SEND register, referrals, interventions, and liaison with families and external agencies.
- **EHCP** – *Education, Health and Care Plan*: A statutory document outlining a child’s needs and the support required across education, health, and care. Issued by the Local Authority following an in-depth assessment process.
- **IEP** – *Individual Education Plan*: A personalised plan created for a child receiving SEND Support, setting out specific targets, teaching strategies, and review dates.
- **SSC** – *School Standards Committee*: The governing body sub-committee responsible for overseeing educational standards, including the effectiveness of SEND provision.

External Agencies and Local Authority Services

- **EP** – *Educational Psychologist*: A professional who assesses pupils’ learning, emotional or behavioural needs and provides advice to support individual progress.
- **IDS** – *Integrated Disability Service*: A Local Authority service offering specialist input for children with complex needs including physical disabilities, autism, communication difficulties, and sensory impairments.
- **SENDAR** – *Special Educational Needs and Disability Assessment and Review*: The Local Authority service responsible for coordinating EHCP assessments, issuing plans, and overseeing reviews.
- **CAMHS** – *Child and Adolescent Mental Health Services*: Previously the term used for mental health support services for young people; now replaced locally by RISE.

Therapeutic and Specialist Support

- **RISE** – *Emotional and Mental Health Support Service*: A multi-agency service providing mental health assessment, advice and therapeutic intervention for children and young people.
- **OT** – *Occupational Therapy*: Focuses on helping children with sensory needs, coordination, fine and gross motor skills, and daily tasks, both in and out of the classroom.
- **SLT** – *Speech and Language Therapy*: Provides assessment and intervention for pupils with difficulties in speech, communication, language development, and interaction.

General Educational Terminology

- **PSHE** – *Personal, Social, Health and Economic Education*: A key part of the school curriculum that supports pupils in developing life skills, emotional wellbeing, resilience, and understanding of relationships and health.

Accessibility and Local Support

- **The Local Offer** – A Local Authority’s published guide that outlines the education, health and social care services available in the area for children and young people with SEND. This includes support for those with or without an EHCP.

 Visit: [Warwickshire SEND Local Offer](#)

