



Staverton C of E Primary School Special Educational Needs and Disabilities (SEND) Information Report 2025 - 2026

In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Staverton C of E Primary School for children with SEND. In Wiltshire, this will form part of a Local Offer (LO) and details about our SEND provision, and that of other schools and agency's provision, will be found under a dedicated Local Offer website found here. <https://localoffer.wiltshire.gov.uk/>

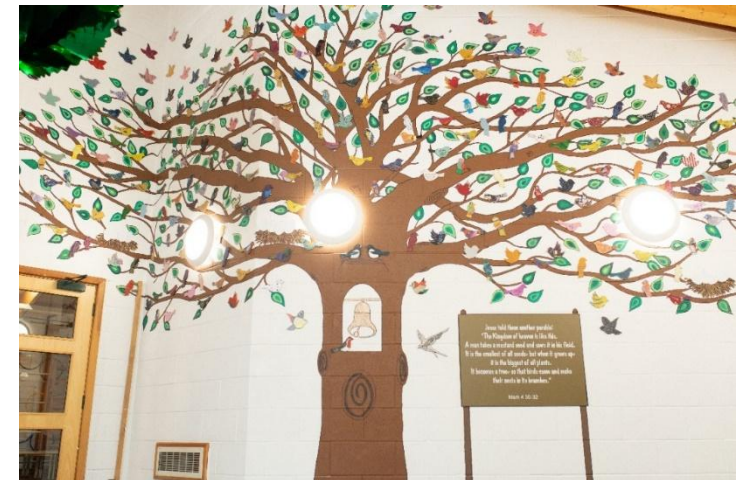


Our Vision

Our vision is based on Jesus' parable of the mustard seed, which describes the Kingdom of Heaven growing and flourishing from small, humble beginnings. We believe that our school is like that tree, which grows over time as wide as we can with branches that reach out into our community, providing shade, shelter and life for Staverton. The tree is home to the children, parents, staff and community members, who are like the birds nesting within its branches. They are nurtured in our school, and in time flourish, developing skills, attitudes and values which are important for adult life.

We place importance on every child belonging to our school and encourage the children to show their uniqueness, every child has a unique song to sing. By the end of their time at Staverton, they will be able to spread their wings and fly high.

Every teacher is a teacher of SEN. At Staverton, we set suitable learning challenges and respond to all children's diverse learning needs. Some children have barriers to learning that mean they have Special Educational Needs and/or disabilities and may require specific support from the school. We take account of these needs and make provision to support individuals or groups of children to enable them to participate fully in both social and academic activities, so they can succeed and flourish in their personal life and within the wider community and leading on to adulthood.



The information should provide parents/carers with a useful amount of information. We would, however, encourage you to make a visit to school to discuss the needs of your child

What does Special Educational Needs mean?

In line with the statutory *Special Educational Needs and Disability Code of Practice (Code of Practice)*, all teachers are responsible for identifying pupils with SEND. As defined in the Code of Practice, a child has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for them. In collaboration with the SENCO, class teachers will ensure that pupils requiring provision that is **different from** or **additional to** the mainstream differentiated curriculum are identified at an early stage.

A child has a learning difficulty if he or she:

'Has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

The Code of Practice defines four broad areas of need for children with SEND. Some children will have needs in more than one area and children's needs may change over time. The four categories of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or physical difficulties



How does Staverton know if children need extra help?

Early identification of a child's needs is very important to us. We believe that in order for a child to achieve their full potential their needs should be understood and met as soon as possible.

- We liaise with pre-school and previous school settings to ensure we are prepared to meet the child's needs when they start.
- Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - ✚ Is significantly slower than that of their peers starting from the same baseline
 - ✚ Fails to match or better the child's previous rate of progress
 - ✚ Fails to close the attainment gap between the child and their peers
 - ✚ Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Teachers raise concerns with the Special Educational Needs Co-ordinator (SENCO) when a child is performing below age related expectations.
- The teacher uses the Wiltshire Graduated Response to SEND (GRSS) to track concerns and identify support.
- Concerns are shared with parents and we listen to parents' concerns.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- We put strategies in place to meet the child's needs, these include interventions to support speech and language development, reading, writing, maths, motor skills, social skills, emotional, sensory, physical and medical needs.
- When it is appropriate we involve external agencies to get further advice, these include the Speech and Language Therapy Team, the Community Paediatric Team, Occupational Health and the Wiltshire Special Educational Needs Support Service (SENSS) which is made up of Educational Psychologists, Behaviour Support Teachers and Special Educational Needs Advisors who can offer advice on supporting children with a range of needs including autism, physical disabilities and dyslexia.

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' SEND Code of Practice, January 2015

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.' SEND Code of Practice, January 2015

What should I do if I think my child may have Special Educational Needs?

"Children and adults should be open, honest and vulnerable, knowing that they are accepted for who they are and that God turns our weaknesses into his opportunities."

We are open and honest with parents and hope they are able to do the same with us. If you have any concerns, please talk to us. If you are planning for your child to start at our school, then you may like to start by talking to the head teacher or Special Educational Needs Coordinator (SENCO).

If your child is already in school then firstly talk to your child's class teacher, if you still have concerns and would like to talk to the SENCO then please contact the school office.

Our Pastoral Manager, Laura Arlett is also available to support families with a variety of things including parenting, relationships, benefits, attendance or behaviour matters. She can be reached by email at familylink@staverton.wilts.sch.uk or by phone on 07538741799

Building positive relationships with parents is of great importance to us.

Who's who and what do we do?		
Class Teachers	SENCO	Headteacher
<p>Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Ensure they follow the SEN Policy • Use the school guidelines for identifying children with SEND including implementing the graduated response. (APDR) • Ensure that all children have access to high quality teaching and that the curriculum is adapted to meet individual needs (also known as differentiation). • Complete accurate assessments of children's attainment and check on the progress of children; identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc) • Ensure that all members of staff working with a child in school are aware of individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Work alongside the SENCO to deliver recommendations from all professionals • Write Staverton Passports possibly with the support of the SENCO, assessing and reviewing them no less than 3 times a year. • Ensure that phase provision maps are updated and reviewed no less than 3 times a year. • Support the SENCO writing referrals and My Support Plans for children in their class by completing the necessary sections. • Liaise with parents for reviews and assessments of children's needs. 	<p>The SENCO is Miss Louise Parsons</p> <p>The SENCO will:</p> <ul style="list-style-type: none"> • Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school • Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans • Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching • Advise on the graduated approach to providing SEND support • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Be the point of contact for external agencies, especially the local authority and its support services • Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Ensure the school keeps the records of all pupils with SEND up to date 	<p>The headteacher will:</p> <ul style="list-style-type: none"> • Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school. • Have overall responsibility for the provision and progress of learners with SEND.
		SEND Governor
		<p>Mrs Jenny Smith is the governor with responsibility for SEND.</p> <p>The SEND Governor will:</p> <ul style="list-style-type: none"> • Help to raise awareness of SEND issues at governing board meetings • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this • Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

How will Staverton support my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Every child is different and not all children progress at the same rate. We are all individual. Children at Staverton with SEN will get support that is specific to their individual needs. High quality teaching happens every day and the hope is that this will allow all children to learn and progress. It is, however, sometimes not always the case, and so we have a graduated response that reflects a continuum of need and provision.

If a need has been identified for a child, this will usually result in actions being put into place. After a set time, this will be reviewed and follow a series of graduated steps, The Assess, Plan, Do and Review cycle will start. The time spent at each stage will reflect an individual child's needs.

Support Step 1: Initially, where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness through in class intervention. They may also receive other appropriate focused interventions outside the classroom. This will have been instigated by the SENCO or class teacher analysing a pupil's achievements and seeing that the gap between attainment and progress needs to be narrowed. Most interventions are carried out by teaching assistants and do not have targets assigned to this process. Progress will be measured by entry and exit data. If it is felt that the gap has sufficiently narrowed the intervention will cease.

In other instances, the child may be moved onto the next step, following discussion with the SENCO and parents.

If a child is not making sufficient progress or there is an on-going concern, then the class teacher and SENCO will meet to discuss their needs. The parents will be invited in and together we would look at what support can be offered as well as taking into account the pupil voice and their perception of their learning and behaviour. Identification will be done through using the GRSS document, Wiltshire Graduated Response to SEND support, and the Staverton SENCO referral form. The SENCO will then review the information with key stakeholders and advise whether adding the child to the SEN register and initiating a Staverton Passport.

If a child continues to make less than expected progress, despite interventions which are clearly matched to their area of need, after a set period of time. We will, if appropriate, involve outside agencies such as SENS team, behaviour support. The child may move from a Staverton Passport to a My Support Plan.

When a pupil with SEND has significant need that requires even greater support the SENCO along with the parents can decide to apply for an Education and Health Care Plan (EHCP) needs assessment. If the Local Authority decides to award further appropriate provision this will be arranged and put into place. This provision will then be reviewed annually with parents and outside agencies, if they can attend. An EHCP does not mean that a child will have 1:1 support, an EHCP is based on funding which supports schools to provide the provision stated in Section F of an EHCP. The SENCO or parents can request an assessment.



What support will there be for my child's overall well-being?

"Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating." SEND Code of Practice, January 2015

National statistics has shown that the rate of children developing mental health difficulties has grown in recent years. Our school offers a wide range of pastoral support for children who are encountering social, emotional or behaviour difficulties. In 2023, we developed a wellbeing room called the Nest to help address these needs. The Nest is a safe space, where children can access targeted interventions aimed to support social, emotional and mental health concerns. While wellbeing is a whole school approach, which is not limited to one room, this space will allow children to explore and grow socially, emotionally and enable them with tools to prevent any future mental health issues. For more information about the Nest, please read our pastoral offer.

Regular 'monitoring' meetings with parents/carers are also important during this time. Miss Deborah Moore is our senior mental health lead within the school. Mrs Laura Arlett is our pastoral manager who is trained in mental health first aid and is available to support families with a variety of things including parenting, relationships, benefits, attendance or behaviour matters. She can be reached by email at familylink@staverton.wilts.sch.uk or by phone on 07538741799

We are a Thrive school. The Thrive Approach looks at the development of pupils and identifies where they may have emotional, social or behaviour difficulties. Once identified we can then put appropriate actions and strategies in place to support the child. This may be in group situations or 1:1.

Sometimes the school will get support from elsewhere e.g. the School Nurse, if it is felt that expert advice would be of benefit. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or other relevant organisations.

For some children, it may be appropriate for an ESA (Early Support Assessment) to be used to support the wellbeing of the child and their family. An ESA essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. Team around the child (TAC) meetings are then held regularly, involving all the professionals currently supporting the child and parents to ensure that everyone is working together to meet that child's needs. A TAF (Team around the Family) can also be set up if the needs of the child extend into home life and are causing concern for other external agencies.

Play Therapy

For some children, following advice from outside agencies and in consultation with Miss Debbie Moore, Play Therapy may be offered. Miss Moore is a trained Play Therapist. Play Therapy is an alternative to traditional talking therapies or counselling. It is based on the theory that play is the primary language of the child, with toys serving as the words a child uses to express their inner emotional experiences and their view of the world.

It is a child-centred, non-directive approach that allows the child to take control. The method is minimally intrusive and enables the child to explore issues and concerns that are important to them, both past and present, conscious and unconscious, that may be affecting their life now. Children are free to communicate their thoughts, feelings, and behaviours in their own way and at their own pace. For many children, words can be too difficult to find, so there is no pressure to talk about their difficulties.

The role of the therapist is to build a safe, nurturing therapeutic relationship with the child. This is achieved by following and tracking their play, while reflecting their feelings and emotions in an empathetic, non-judgemental way. The non-directive Play Therapy approach helps the child to develop confidence and build trust in both their Play Therapist and themselves.

Enhanced Provision

In September 2025, we set up our own Enhanced Provision. Enhanced Provision is a targeted, in-school intervention designed to support children with SEMH (social, emotional and mental health) needs. It is intended for children with an SEN support plan who find it difficult to access the classroom full time, including those who demonstrate EBSA.

Before accessing Enhanced Provision, a child must have received universal and targeted support for at least six weeks. During their time in Enhanced Provision, the child will spend part of their timetable in the Nest. They will have specific social and emotional targets, agreed with both the class teacher and their parents. These targets will be reviewed regularly, and progress will be shared with the class teacher. Sessions will include nurture-based activities, practical tasks, and activities linked to the curriculum. The ultimate aim of Enhanced Provision is to support the child in successfully transitioning back into their regular classroom.

The SENCO and the pastoral team, working alongside outside agencies, will identify children who may benefit from accessing Enhanced Provision.

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

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by teaching style, content of the lesson, etc.
- Adapting our resources and deployment of support staff.
- Using recommended aids, such as a range of technology and apps, coloured overlays, visual timetables, larger font, ear defenders, privacy boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We aim to create independent learners and therefore plan for a balance between additional adult support and teaching the children independent learning strategies.

We believe mixed ability grouping has a positive impact on the self-esteem of children with additional needs as their contributions and strengths are visible to and valued by the rest of the class and we do not feel we are putting a cap on their potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable.

What specialist services and expertise are available or accessed by the school?

We access advice and support from the Specialist SEN Service, Behaviour Support Service, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub and Virgin Care.

When requested by parents/carers, we also receive communications from the Child Community Health Team including Paediatricians and Specialist nurses.

We aim to work closely with any outside agencies that are involved with your child.

If you have concerns about your child's behaviour or learning, it is also advisable to take your child to your GP as they can often assist you in making referrals for specialist support, such as an appointment with a paediatrician if necessary.

How will both you and I know how well my child is doing and how will you help me to support my child's learning?

Class teachers are always happy to discuss how well your child is doing. There are also regular opportunities to meet at parent/teacher interviews during the year, as well as a school report in July for children in EYFS and Year 1 -6. Some children may also have a home/school communication book that parents/carers and teachers can use to share achievements, monitor progress and record concerns.

If your child is on the SEN register and has a Staverton Passport, My Support Plan or an EHCP, you will be involved in the target setting and review process so you can understand the role you can play at home in helping your child achieve their targets. During the Autumn, Spring and Summer Term a SEND parents evening will take place. The meetings are longer than a normal parents evening. During the meeting you will be sharing successes and setting targets. The meeting can take place in person or on the phone. Class teachers will provide you with copies of the targets. All reports from outside agencies are passed to parents, again with ideas for supporting your child at home. We track pupil progress throughout the year and if we feel that your child isn't making the expected progress in terms of attainment or achievement, then appropriate measures will be put in place to support your child (Support Step 1)



What training have the staff supporting children with SEND had or are having?

Quality First Teaching happens consistently at Staverton and this includes the differentiation of tasks, e.g. use visual resources or equipment to support, or providing additional challenge so that all children fulfil their potential. Our SENCO ensures that information about a child's Special Educational Needs & disability is communicated to class teachers so they can provide an inclusive education for every child in the class. We always seek views and advice about strategies and support that works effectively for each child from parents and carers.

We provide in-house training where possible and have training delivered by professionals and experts. The SENCO along with the Senior Leadership Team identifies where more training is required which is a constant and ongoing process.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Staff may meet with members of SSENS (Specialist Special Educational Needs Service) during 'SEN Surgeries' or at the Annual Planning Meeting.

Some staff have completed first aid and manual handling training. If we admit a child for whom specialist training is needed e.g. diabetes or EpiPen use, training is provided as soon as possible.

The SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The school also seeks advice and guidance from specialists to review, evaluate and develop provision for pupils who have the most complex needs.

As required by law, Miss Parsons has completed the National Award for SEN co-ordination at Bath Spa University.

Training this year has included RWI phonics, Maths no problems, Thrive updates, dyslexia and dyscalculia training, trauma and attachment training.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children. Wherever possible reasonable adjustments (if necessary) can be made to enable the inclusion of all pupils.

For activities off site, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.

How accessible is the school environment?

We will always do our best to meet an individual's need, and we are always happy to discuss specific access requirements. We have a responsibility under the 'Reasonable Adjustments' guidance to address this.

Our school is a modern building with good access for all. The school has a number of disabled facilities and is on one floor.

How are the school's resources allocated and matched to children's special educational needs?

Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. SEN funding is usually allocated to employ staff and external professionals (e.g. speech & language support, educational psychologists) and to buy resources and equipment. All resources/training and support are reviewed regularly, and changes are made as needed. Where a child has significant needs that the school feels that it cannot meet, or can no longer meet, the school can request a statutory assessment of the child for an Education Health Care Plan, which may lead to further support being provided by the LA.

Parents can also request that the LA carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this either from the school or from the Local Authority by contacting the SEND Team.

How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that transitions can be difficult for any child. At Staverton, we try to ensure that any transition is as smooth as possible - whether your child is joining our school in Reception, moving on to a new class, moving to another primary school or leaving our school at the end of Year 6. We aim to have transition conversations with secondary schools and pre-schools/nurseries as early as possible.

Every child at Staverton has the opportunity to complete a one-page profile at home which is passed onto their new teacher. The profile gives children an opportunity to tell their new teacher how they liked to be supported and their likes and dislikes. For some children, we complete a more detailed one-page profile which the child will complete with their class teacher or TA. On the more detailed one-page profile we record everything that is important to the child and how they need to be supported, focusing on strategies that work and others that haven't. Parents are invited to add more information to the profile by booking an appointment with the class teacher. Information will be passed on to the new class teacher in advance.

If pupils require extra support, after the announcement of their new teacher and teaching assistant, the adults who will be working with the child will spend some time getting to know them to help reduce anxieties. A 'My New Class' booklet will be completed by the new class teacher and will be sent home over the summer holidays.

For children transferring at the end of Y6, we meet with the SENCo and Pastoral Managers to discuss individual needs and requirements. Additional transition visits are arranged with the secondary school, if necessary, and meetings between parents and SENCOS are arranged if required. We will also make sure that all records and relevant documents about your child are passed on as soon as possible.

If your child is moving to another school, we will contact the school SENCO 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.

We encourage all new children to visit the school prior to starting with us. All children starting in Reception have introductory sessions in the summer term. For children with additional needs we offer additional visits such as the opportunity to explore their classroom after school without other children around.



How is the decision made about what type and how much support my child will receive?

Every child's needs are assessed individually, and a personalised package of support is put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher, parents and the child to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, is used to allocate resources/support.

How are parents involved in the school? How can I be involved?

All parents are encouraged to contribute to their child's education and we very much welcome working together. These discussions are important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing.

Formal opportunities for involvement are during parent/teacher consultations, annual reviews for an EHCP and SEN reviews. Informally, it is possible to speak to your child's class teacher most of the time. Please contact the school office to ask for a suitable time. Home/school communication books can also be used when necessary.

Who do I contact if I have concerns

If you wish to discuss any aspect of your child's education, please contact:
Your child's Class teacher first. They will be able to help you.

If you require further support or have any questions. Please ask for a meeting with your child's teacher and the SENCO, Miss Parsons.

The open school policy makes it possible for complaints about special educational provision to be made informally and formally to the appropriate person. All serious complaints are referred to the Head teacher who takes overall responsibility. If necessary, the complaint is referred to the governing Body. Please see the complaints procedure for more details.



Who can I contact for more information

Miss Louise Parsons, SENCO

Mrs Laura Arlett, Pastoral Manager

Miss Debbie Moore, Senior Mental Health lead

Mrs Jenny Smith, SEND governor

Mr Edward Powe, Headteacher

Contact a Family www.cafamily.org.uk

SENDirect www.sendirect.org.uk

SEND Gateway <http://www.sendgateway.org.uk>

Wiltshire Local Offer <https://localoffer.wiltshire.gov.uk/>

