



SEND information Report

(Special Educational Needs and Disabilities)

2026

Renewed: January 2026

Next Renewal Due: January 2027

'With God all things are possible.' (Matthew 19:26)

Dear parents and carers,

The aim of this information report is to explain how we implement our Inclusion and SEND policy at St. Andrews CEVA Primary School. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for pupils with SEND, please read our Inclusion and SEND policy.

You can find it on our website at -

<https://www.standrews.northants.sch.uk/parents/policies/>

Please Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

How to get in touch

If you are concerned about your child or their progress in school, your child's class teacher will be your first contact. They will be able to advise you on how your child is getting on at school and how they might be further supported. They may direct you to the SENDCO or the school's pastoral team for further support.

SENDCO

Jade Matthes

01604406486

What types of SEND do we provide for?

At St Andrews CEVA Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with parents and other agencies in order to provide a positive educational experience for all our pupils including those with a special educational needs or disabilities (SEND).

Our school recognises that there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND.

Our SENDCO (Special Educational Needs & Disabilities Coordinator) is also our Designated Teacher for Looked after Children, English as an additional language lead and Deputy Safeguarding lead. This is to ensure that all teachers in our school understand the implications for those children who vulnerable or face challenges with their learning.

We aim to ensure that all pupils, regardless of their specific needs make the best possible progress.

Children's needs will fit into the four broad areas of special educational needs. These are -

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties. This may include, but is not limited to, dyslexia, dyscalculia, memory and processing difficulties.

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. This might include anxiety, depression, obsessive compulsive disorders and attention deficit hyperactive disorders.

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-Sensory impairment and physical difficulties. These may also include sensory needs, sensitivities and aversions that are severe enough to impact the child's learning or time at school. It may also include pupils with physical disabilities that impact their mobility or medical conditions that impact learning ability.

Some children will have needs that fit into more than one of these areas, and those needs will be met through a variety of support and intervention.

How do we identify and assess pupils with SEND?

All of our class teachers are aware of differing needs and how to support children with SEND. We are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they will try to assess whether the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gaps in their learning has been filled.

If the pupil is still struggling to make the expected progress, they will be highlighted during regular pupil progress meetings. The teacher will talk to the SENCO, and will contact the parents to discuss the possibility that the child has an additional need. Class teachers regularly communicate with the SENDCO and will express any concerns they have regarding a child's learning or progress in school. The SENDCO will then advise the class teacher on the support and intervention that is put in class to address any concerns regarding progress. The

SENDCO may also spend time in class with the child and record an observation of the child if this is needed to make recommendations. After a period of intervention and support, if the child continues to face the same challenges and has not made progress, the SENDCO will then decide whether this is a likely case of a special educational need. The child may then be added to the SEND register for continued monitoring and support.

In addition, the SENDCO tracks the progress of children across the school and identifies any children who are not making expected progress. She works with the class teacher to identify whether a child is finding learning difficult and what we can do to support the child. In cases where an external agency is required for specialist assessment or advice, in consultation with parents/carers, the SENDCO will contact the necessary specialist and arrange this support.

What is our approach to teaching pupils with SEND?

We have an inclusive approach to teaching children with special educational needs and believe that all children learn best in a range of different ways. We adapt our curriculum, teaching, learning objectives and activities to ensure that all children can access their learning and school experience. We may also use additional learning resources to support our children including word cards, word banks, tangible objects, actions, verbal reminders and pictures. The adults in our school support the learning of all children including those with special educational needs. We adapt our learning environment to ensure that children have the resources they need to support learning and if needed, we may provide additional space within the classroom or school for children who may benefit from a quieter or more adapted environment.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

As a mainstream Primary school, most of our children are educated together most of the time, as we believe they all bring their own set of strengths and values to each classroom. Although some children may access additional support, provision and intervention outside of the classroom when appropriate, children with SEND engage in activities with the other children in the class on a daily basis. In our inclusive classrooms, children with or without a special educational need work together in groups to solve problems and discuss their ideas. We ensure that children with SEND are able to access the activities set for them and provide additional resources and support when necessary.

All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable

adjustments, in collaboration with parents and professionals, that are needed to make sure that they can be included safely.

How do we consult parents of pupils with SEND and involve them in their child's education?

All adults in our school strive to have positive and productive relationships with parents. The SENDCO is available to discuss concerns, alongside your child's class teacher and family support worker. As well as parent's evenings, parents are able to discuss their child's progress at any time during the school year. If a concern is identified the SENDCO may contact the parents and arrange a meeting, the class teacher and SENDCO will then meet with parents to discuss a plan to support their child moving forward, including ways parents can support their child at home.

Individual Learning plans are sent home once per term (three times per year) and are discussed and reviewed with class teachers at Parents Evenings. Parents are also invited to share their thoughts on the ILP via a feedback form or telephone call with the class teacher. Targets are reviewed and shared three times per year.

How will the school adapt its teaching for my child?

Your child's class teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil learns best. There is no one-size-fits-all approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include, but are not limited to:

Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style, activities or content of the lesson.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources, such as by providing manipulatives, word mats, widgets symbols or physical supports.

Using recommended aids, such as laptops, overlays, visual timetables, larger font, etc.

Teaching assistants may support pupils individually or as part of a group.

We may also provide additional and alternative interventions, dependent on the needs of the child.

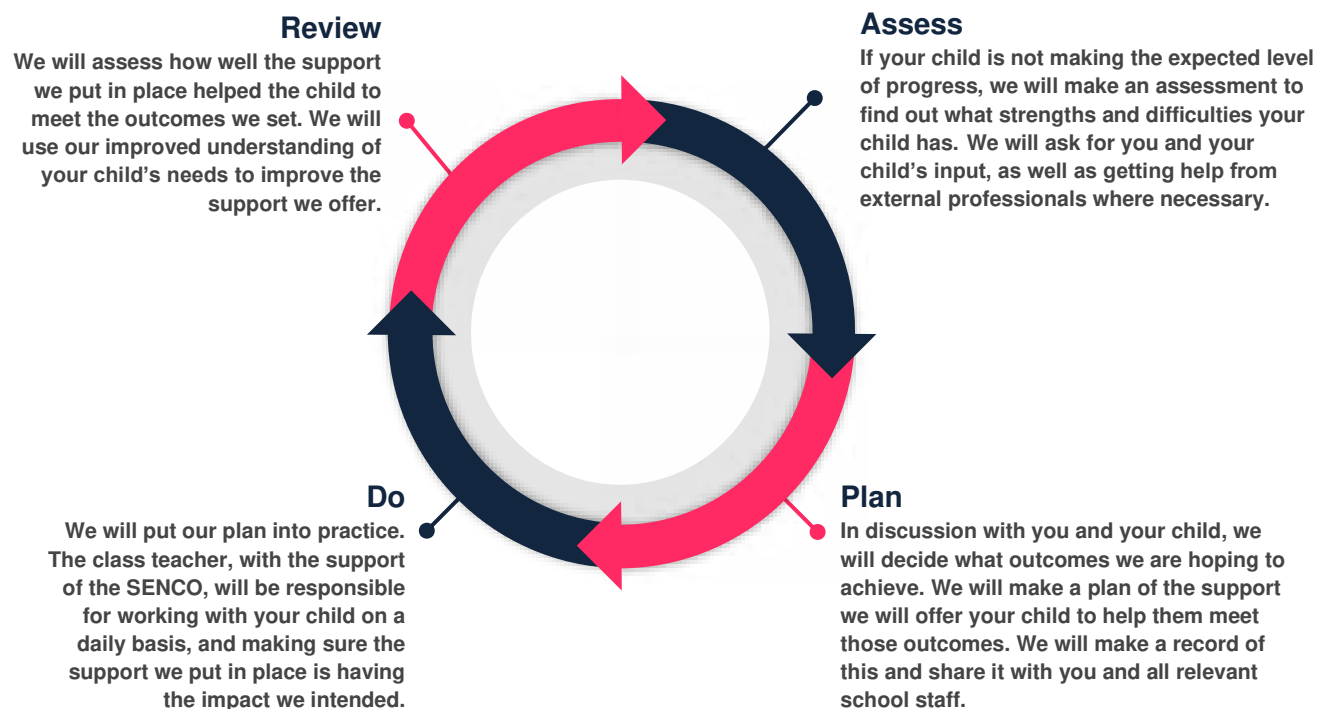
How do we involve pupils with SEND in decisions about their education?

If a class teacher identifies that a pupil may have special educational needs the SENDCO, as part of the identification process, may observe and complete some activities with the child. The SENDCO and class teacher will ensure the 'pupils voice' is heard and recorded by having a discussion with the child about what they are finding difficult and how they feel best supported. This discussion will be taken into account when setting targets and ensuring support for the child, and will be recorded on the child's ILP.

For children on the SEND register we review the child's Individual Learning Plan targets with them and listen to their opinion on what they feel their next targets need to be. This review process happens at least 3 times a year and is recorded and shared with parents.

How do we assess and review pupils progress towards their outcomes?

At St. Andrew's CEVA Primary School we use the graduated approach of assess, plan, do and review (as outlined in the Department of Education's 'SEND Code of Practice' 2015). All children on the SEND register are assessed using Insight, the school's assessment system and their progress against the suitable year or ability group objectives is recorded and evidenced. The SENDCO tracks the child's progress in reading, writing and maths every term and holds pupil progress meetings with class teachers termly to discuss the progress of the children. All interventions are recorded on the school's provision map. The SENDCO regularly assesses the pupil's achievements during these interventions. As a school we use a system called Insight to record, review and assess interventions, ILPS and progress and impact.



How do we support pupils moving between different phases of education?

When a child is moving between year groups, there will be a transition plan in place to support the child with this change. This might include visits to the new classroom or school, meeting with the new teacher, playing games with the new teacher, meeting with parents to discuss transition and carrying out special 'jobs' to help to get to know the new teacher, as appropriate. A social story may be sent home to support parents to best prepare their child for the change of class. In the case of the transfer to secondary school we will support the child by sending a member of staff with them on transition days and by meeting or speaking to the new schools SENDCO in details about the child's needs. The SENDCO works with class teachers and TAs to ensure that the transition between these phases are as smooth as possible, so that the child and parents feel comfortable with the change.

How do we support pupils preparing for adulthood?

We support all children with learning life skills including; crossing the road, answering phone calls, using money to purchase items, preparing food, making meals and hygiene. As well as providing access to the national curriculum, we endeavour to prepare children with SEND for adult life. We support them by ensuring they are able to form and maintain relationships, work as part of a team and build their resilience to tackle any challenges they may face in life.

How do we support pupils with SEND to improve their social and emotional development?

We work closely with children from EYFS to Y6 to ensure they develop socially and emotionally. We identify any children who find this difficult and put a plan in place to develop their skills, through introducing new friendships, developing resilience, to understanding their feelings and emotions and how to manage them. We use many strategies supported by our Wellbeing mentor, such as Emotional Regulation, our PSHE scheme and social stories. We use the Zones of Regulation as a tool to identify emotions and build strategies to manage feelings across the school, so all children are becoming confident in emotional literacy. We use a therapeutic thinking approach to supporting children with managing emotions and behaviour, supported by the local authority.



What expertise and training do our staff have to support pupils with SEND?

We ensure that staff are equipped with the knowledge and skills they need to support children with special educational needs. The SENDCO works with staff to identify training needs and ensure that staff receive the training they require to support children to the best of their ability. The SENDCO provides training to staff through staff meetings, targeted CPD, and organising outside agency training according to the needs of our pupils.

Within the school, we have staff with high levels of training to support pupils across all areas of SEND. All staff have regular training on adaptive teaching, using the SEND ranges and setting and supporting appropriate targets for pupils with SEND. Staff have received emotional regulation training by team teach and autism awareness training by target autism (now part of Jogo).

Our school SENDCO holds the National Award for Special Educational Needs Coordination, a Designated Safeguarding lead qualification and a Bachelor's degree in Primary Education. She updates her expertise in meeting SEND needs through regular and varied training.

How will we secure specialist expertise?

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. When we feel that a specialist is required, the SENDCO will seek consent from parents or carers and contact the appropriate specialist to ensure we are meeting the needs of the child, to the best of our abilities and have expert advice. We currently have service level agreements with West Northants County Council Educational Psychologists and Jogo behaviour support. We may also refer to Speech and Language therapists, Occupational therapists, GPs and Paediatricians, the School Nursing Team, Child and adolescent mental health services (CAMHS), Education welfare officers, Social services and other LA-provided support services, the ASD/ADHD team and Voluntary sector organisations. We will seek to find other specialists, should the need arise.

How do we secure specialist equipment and facilities?

Part of our school's budget is dedicated to supporting our children with special educational needs. Therefore, if equipment is needed, class teachers will inform the SENDCO and the SENDCO will find the appropriate equipment and liaise with the Head Teacher to purchase equipment that is needed. Alternatively, after an observation the SENDCO may feel equipment would support the child and then the SENDCO will purchase equipment after discussion with the Head Teacher. If additional funding or expertise is required, this is applied for by the school.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

Any organisation that has had involvement with a child will be invited to EHCP annual reviews as well as a member of the Local Authority, however we are aware they may not

always be able to attend. The SENDCO regularly communicates with external specialists including Educational Psychologists, Autism specialists, Hospital Consultants, Physiotherapists and Speech and Language therapists. Supporting professionals and parents will be invited to SEND review meetings, when appropriate.

How do we evaluate the effectiveness of our SEND provision?

The school provision map identifies all interventions which are in place for children across our school. The provision map also evaluates the effectiveness of the interventions. This can be evaluated by looking at the progress of individual children and the impact of the intervention and provision in place. Not all interventions can be measured numerically, so the SENDCO will analyse the effectiveness of the provision through the 'pupil voice', the progress the child has made and qualitative measures such as self-esteem and confidence. The SENDCO evaluates the provision in place for SEND children, identifies what we need to change and what could be more effective to support our learners. Where appropriate, parents' views will be gathered to see if they feel there is any other provision they feel their child needs and to share any changes at home.

How do we handle complaints from parents of children with SEND about provision made at the school?

If a complaint is made, the SENDCO will record and investigate the parents' concerns with the class teacher. The SENDCO will look at the provision in place for that child and explore with parents how we can address their concerns. If this cannot be resolved by the SENDCO, the SEND Governor or head teacher will be involved in resolving the complaint.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school's admissions policy can be found on our school website at <https://www.standrews.northants.sch.uk/wp-content/uploads/2022/09/Admissions-Policy-2023.pdf> . Pupils with an EHCP will be offered a place, providing we are able to make the appropriate adaptations to best meet the child's needs and parents have a preference for our school. Pupils with identified SEND are in no way disadvantaged by our oversubscription criteria.

How does the school support pupils with disabilities?

Our Accessibility plan can be found on the school website at <https://www.standrews.northants.sch.uk/wp-content/uploads/2026/02/Accessibility-Plan-26-to-29.docx.pdf> and outlines the steps we have taken to ensure pupils with disabilities are never treated less favourably than other pupils. This policy highlights the facilities and support we provide to ensure pupils can access the school and our curriculum.

Who can young people and parents contact if they have concerns?

Parents can contact:

SENDCO: Mrs Jade Matthes

Head Teacher: Mrs Val Griffiths

SEND Governor: Sheila Moakes and Esther Aravinthan

Chair of Governors: Shelley Buckingham

Young People can contact:

Class Teachers

Well-being Mentor: Mrs Spikings

SENDCO: Mrs Jade Matthes

Head Teacher: Mrs Val Griffiths

What support services are available to parents?

If parents require support around family concerns, they can contact our Family Support Worker, Chloe Kingston.

If parents require support beyond school, they can find information on the West Northamptonshire website. Alternatively, parents can contact the SENDCO or Family Support Team who will liaise with other services and ensure that parents have access to the support they require.

Where can the LA's local offer be found? How have we contributed to it?

The Local Authority's local offer can be found at:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SENDD/local-offer/Pages/what-is-local-offer.aspx>

We have contributed to the local offer by seeking advice on a range of services that our families need, helping to develop the local offer.

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages