

St Nicholas CE Primary School

SEND Information Report

2025/2026

Introduction:

Our SEND information report is part of the Dorset Local Offer for learners with Special Educational Needs and Disabilities. The information contained in this report must be updated and published annually.

We are passionate about making sure we provide all children with the best education possible. We are proud to be able to offer a rich and inclusive environment where diversity is celebrated and embraced and where all children are encouraged to "Explore possibilities together". We champion equity and ambition by ensuring our curriculum is wide ranging and appealing to all learners.

Quality first class teaching underpins our provision with teachers having a thorough knowledge of the children in their care. This helps them to plan carefully and adapt provision to suit individuals. Where necessary, evidence-based interventions are used to support children out of the classroom.

Most of our children who have Special Educational Needs are on the SEN Support stage of the Code of Practice and their needs are met through a higher level of differentiated provision, classroom adaptations and intervention.

Some children in school have a higher level of need and an Education Health and Care Plan (EHCP). This legal document helps mainstream schools to meet the needs of the child by providing extra support and guidance.

In addition, we have children who have been identified as requiring specialist settings and are being supported within our community - Specialist in Mainstream (SIM)

Currently (Sept 2025):

24% of our children on the SEND Register.

(18% SEND Support, 4% EHCP, 2% EHCP + SIM)

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction; Autistic Spectrum Conditions and a range of speech and language difficulties.
- Cognition and learning; dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health difficulties; attention deficit hyperactivity disorder (ADHD), attention deficit disorder, attachment difficulties and anxiety.

- Sensory/ physical needs; physical disabilities, visual impairments, hearing impairments, processing difficulties, epilepsy and sensory sensitivity
- Moderate/severe/profound and multiple learning difficulties
- Medical needs; allergies, diabetes.

How we identify pupils with SEND and assess their needs:

We welcome and encourage parents to communicate about any concerns they have regarding their child`s development.

We operate a graduated response when identifying special educational needs.

Summary of procedures:

1. School/parents monitor progress/attainment/behaviours to identify concerns
2. School adapts provision for those requiring support and adds the child to our "Cause for Concern" register
3. School monitors the impact of extra support
4. School contacts parents if progress is still slow
5. School and families consider additional support and assessment
6. School adds the child to our SEND register
7. School continues to monitor progress
8. School may consider applying for an Educational Health Care Plan (EHCP)

Detail of procedures:

1. Consulting and involving pupils and parents:

We will have an early discussion with parents (and pupils where appropriate) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- Parents' concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. At this stage, children will be added to our "Cause for Concern list.

We will formally notify parents if it is decided that a pupil needs to be added to our SEND register and receive SEN support.

2. School based procedures:

We assess pupils' current skills and levels of attainment on entry and on a termly basis to identify where 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, physical development, mental health etc. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 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.

Children may have needs in more than one category, and we aim to ensure that individual plans match personal learning requirements.

Staff use a wide range of tools to assess the amount and level of support required. These include:

- Ongoing Assessment for Learning as part of well differentiated quality first classroom provision.
- Termly progress monitoring through the school's tracking system.
- Annual bench-mark testing in spelling and reading (YARC and HAST).
- Informal and formal dialogue with parents/ carers and other members of staff.
- Termly SEND reviews involving parents, class teachers and the SENCO.
- Annual analysis of the effectiveness of interventions.
- Regular planning meetings with our Educational Psychologist and Specialist Advisory Teacher.
- Regular planning meetings with Speech and Language Therapists
- Advice from Occupational Therapists, Outreach workers and other specialists as relevant.
- Formal assessments by Specialist teachers.
- Termly reviews of provision and targets with pupils.

Children who are placed on the SEND register will require support beyond the normal classroom differentiated curriculum in order to make good progress. This may be on an individual or group based basis and will be designed to target specific learning difficulties. Progress will be monitored as above and pupils will be given a "Provision Map" to document their support.

- (i) Pupils making good progress will be monitored for at least 3 reviews and support will be maintained until the pupil has caught up with his/ her peers. He/ she may be removed from the register and returned to "Cause for Concern" if all stakeholders are in agreement. Progress will continue to be

monitored.

- (ii) Pupils not making good progress will be offered changes to their provision in consultation with SENCO parents and teaching staff. Progress will continue to be monitored closely.
- (iii) Some pupils not making progress may be referred to external specialists for further advice (see below) These pupils will be given individual education plans to target specific areas of need and will also receive a "Provision Map" as above.
- (iv) Some pupils may require an even higher level of support and will be considered for an EHCP - see below. These pupils may be supported on a one-to-one basis in class in order to make good progress and gain full access to the curriculum.
- (v) Some pupils may require even more specialist provision and be referred for alternative provision or specialist school.

Coming off the SEND Record:

- A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.
- A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a child no longer requires the special education provision as specified in the EHCP. However a child's progress will continue to be monitored by using the school's tracking systems.

Provision:

At St Nicholas CE School, teachers are responsible and accountable for the progress and development of all the pupils in their class through:

- (1) High quality, multi-sensory teaching, differentiated for individual children. This is the first step in responding to children who have or may have learning needs. This is part of the 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where

additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be put in place, and the school will keep a careful record of this to monitor progress.

- (2) Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents /carers **will** be informed verbally and in writing that special educational provision is being made.
- (3) Learning needs are managed either by using additional support or by having an Educational Health Care Plan. Most children with special education needs or disability will have their needs met by the school.
- (4) The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.
- (5) Staff monitor the progress of all children to identify those at risk of underachievement. The school recognises that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies:
 - (i) Attendance and punctuality
 - (ii) Health and welfare
 - (iii) English as an Additional Language
 - (iv) Pupil Premium
 - (v) Looked After Children
 - (vi) Service children
 - (vii) Disability where there is no impact on progress and attainment
 - (viii) Behaviour where there is no underlying SEND
 - (ix) Bereavement and family issues.

To address individual needs, the school may make the following adaptations to the curriculum and learning environment:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing: Using recommended aids, such as laptops and assistive technology , coloured overlays, larger font, individual workstations, sensory toys, wobble stools/cushions, personal visual timetables and prompts, designated safe spaces • social stories • meet and greet at the beginning and end of the school day, sensory circuits and breaks
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Schools trips, clubs and external activities are adapted through careful planning and risk assessments to ensure that all children can participate in all aspects of our curriculum. Our provision takes account of the needs of all learners.

Current Interventions on offer at St Nicholas CE Primary School:

To address individual needs, the school may provide the following interventions:

Communication and interaction:

- Small group/1:1 speech and language programmes, Lego Therapy, Social Stories, Comic Strip Stories, Talkabout, Word groups, Phonological Awareness training, Social Detective programme

Cognition and learning:

- Small group/1:1 'Read write Inc' based literacy programmes, Maths catch-up and pre-learning, individualised support for processing and memory difficulties

Social, emotional and mental health difficulties:

- Alternative Provisions, Little Lives counselling, KORU therapy, ELSA, Talkabout, Dog walking/therapy, Attachment support, Zones of Regulation.

Sensory and/or physical needs:

- Handwriting without Tears, Speed Up, Learn to Move and individualised physio /OT programmes. Sensory circuits and programmes

Moderate/severe/profound and multiple learning difficulties:

- individualised programmes

To address individual needs, the school may use additional support for learning, such as:

- Specialists who deliver individual programmes (Speech and Language Therapist)
- Teaching assistants who are trained to deliver interventions (ELSA, Learn to Move, Read Write Inc)
- Teaching assistants will support pupils on a 1:1 basis when appropriate.
- Teaching assistants will support pupils in small groups when appropriate

Specialist Support:

In order to address individual needs, we work with the following agencies to provide support for pupils with SEND:

Educational Psychologists,
Speech and Language,
Behaviour Support Services,
Outreach
Special Educational Needs Support Service
Occupational Therapy,
Physiotherapy,
School nurse,
North Dorset Family Partnership Zone,
Hearing and Vision Services, Paediatricians,
Childhood and Adolescent Mental Health Service (CAMHS),
Mosaic,
Dorset Families Matter -play therapy;

Expertise and training of staff

Our SENCO has 15 years of experience in this role and holds a number of specific qualifications including:

- SENCO Accreditation
- OCR 5 (SPLD)

Our SENCO has been trained in ASC and related strategies, Attachment disorder, Relational Practice, Therapeutic behaviour management, dyslexia, dyscalculia, ADDHD, EBSA
She is allocated 1 day a week to manage SEN provision and family support.

The school has recently been part of the Autism Educational Trust (AET) programme and has had sensory awareness, relational practice, therapeutic thinking and EBSA training

We have a team of teaching assistants, including a higher-level teaching assistant (HLTA) who are trained to deliver SEN provision and ELSA.

We use specialist staff for some Speech and Language provision.

CPD needs are monitored through termly SEND review meetings and relevant training is organised using internal and external expertise.

Admission:

St Nicholas School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, the school makes appropriate, reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Nicholas School liaises with the local authority, Salisbury Diocese, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

Transition arrangements

The school is committed to ensuring that parents/ carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents /carers and agree the information that should be passed to the next phase of education.

- **Entry in to St Nicholas School:** The school liaises with pre-school settings, parents and professionals in order to ensure good transition in to school. Multi-agency meetings are held where appropriate and specific arrangements are made to accommodate the needs of new children. An enhanced transition programme is set up where necessary and photographic familiarisation booklets are also used to assist transition.
- **Transition from class to class within school:** Some pupils will require extra support when changing class and the school discusses these needs during the March SEND reviews. Relevant arrangements are made to support transition which may include early visits to the next class, photographic booklets to familiarise pupils with new environments and opportunities to work with new teachers.
- **Exit from St Nicholas School:** During the term prior to transition, contact is established with SENCOs in schools who are to receive pupils with SEND. For children with EHCPs, this process begins in year 5 with a special annual review involving relevant stakeholders, to help parents decide of a future setting for their child. Transition meetings are held where relevant information is shared and where necessary enhanced transition programmes are initiated.

Securing equipment and facilities:

The school assesses the needs of pupils through regular reviews and allocates funding and resources accordingly. The school timetables interventions systematically and identifies appropriate working spaces for these to take place.

- The school has an Accessibility Plan that is monitored, reviewed and reported upon regularly to the Governing Body in compliance with legal requirements. It is mindful of the duties under

the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

- The school has a range of specialist SEND facilities in place.
 - (i) Physical environments (wheelchair access, acoustic tiling, disabled parking).
 - (ii) Assistive technology and furniture when required.
 - (iii) Increased access to the curriculum and assistance during examinations.

Evaluating the effectiveness of SEN provision

The school evaluates the effectiveness of provision for pupils with SEN by:

Pupil Monitoring (see survey document for results of surveys)

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires annually
- Holding annual reviews for pupils with EHC plans

Staff Monitoring

- The school operates a termly system of formal observations of teaching staff in the core subjects. These observations include a focus on SEND provision.
- Planning is scrutinised regularly. Vulnerable children are identified and differentiation is checked.
- Delivery of interventions by Teaching Assistants is also monitored through discussions, written evaluation notes and more formal observations.
- Staff are consulted about changes to provision and effectiveness of interventions.

Parent Monitoring. (Please see survey document for details)

- The views of parents of children with SEND are sought through termly reviews and an annual parental audit.

Inclusion: Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- Structured PSHE/SRE curriculum
- Strong ethos of sharing concerns

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Lego therapy, Talkabout and dog walking groups club to promote teamwork/build friendships etc.
- Some children with SEND take part in ELSA sessions
- We have a zero-tolerance approach to bullying.
- Families are invited to half-termly drop-in/family support days with the SENCO and a family support worker from NDFPZ.
- The school may feel a need to refer a pupil to multi agency support networks for social and emotional reasons (Dorset Family Support and Advice Line Families may or may not be aware that the school is doing this.

Working with other agencies:

- If a child continues to make poor progress despite high levels of intervention and support, the SENCO will make referrals to specialist agencies.
- Once the decision has been made to seek external advice, the SENCO will consult with parents and gain permission to proceed with the referral. Details of the pupil's strengths, difficulties, past support and progress will be included in the referral and a summary of desired outcomes.
- Where services have to be paid for, the SENCO will consult with the Head Teacher

What happens if the school identifies that it requires additional funding?

Occasionally pupils will require a very high level of support in order to access the curriculum and make good progress. In such cases the school will have already sought external advice and will have implemented strategies as advised. They will have employed extra staff to meet the child's needs and will have evidence to show that the provision is needed and has had an impact. The school will have held planning meetings and discussions with their designated Educational Psychologist who will be in support of the application for extra support. Parents will be consulted and involved throughout this process and will be offered support and guidance from relevant bodies to help them through the process. The school will liaise with their LEA caseworker through the local hub and procedures will be followed to assess whether or not a pupil requires an EHCP. This procedure will be carried out in line with the SEND code of practice 2014.

Complaints about SEN provision

It is hoped that all situations of concern can be resolved quickly through discussion with class teachers. However, if a parent /carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO and/or the Head Teacher.

Child Okeford School publishes its Complaints Policy on the school website; this information can be found: www.childokeford.dorset.sch.uk.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN:

County Planning Co- Ordinator: claire.hughes@dorsetcouncil.gov.uk>

Parental Legal Advice <https://www.dorsetsendiass.co.uk>

Availability of information:

- The school website holds The SEND Policy and Information Report in compliance with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.
- Further information about our arrangements for identifying, assessing and making provision for children with SEND can be found on the local authority's website. www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.
- All information can be provided in hard copy and in other formats upon request or alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority websites.

Accessibility:

Child Okeford School publishes its Accessibility Plan on the school website: www.childokeford.dorset.sch.uk.

Storing and managing information

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/ protocol on security of information.

Supporting Children with Medical Conditions

Child Okeford School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Child Okeford School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Child Okeford School policy on “Supporting children at school with medical conditions”.)

Reviewing the SEND Policy

This policy will be reviewed and updated annually in conjunction with SAST, staff, parents and governors. This is done as part of our annual school self-review cycle. Governors and staff meet to review the SEND provision; parent views are sought through an annual survey and pupil views are gathered through the Head Teacher and subject leaders annual monitoring.

Links to other related policies

This document should be read in conjunction with the following policies:

- (i) SEND Policy
- (ii) Supporting children at school with medical conditions;

- (iii) Accessibility Plan;
- (iv) Equality information and objectives;
- (v) Intimate Care Policy
- (vi) Safeguarding:
- (vii) Anti-bullying; and
- (viii) Data protection.